DOCUMENT RESUME

ED 322 325 CE 055 395

AUTHOR	Boyer-Stephens, Arden
TITLE	Vocational Resource Educator Handbook. Revised Edition. Missouri LINC.
INSTITUTION	Missouri Univ., Columbia. Coll. of Education.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE	Jul 87
NOTE	333p.; Supersedes ED 220 622.
AVAILABLE FROM	Instructional Materials Lab, 10 London Hall, University of Missouri-Columbia, MO 65211 (order no. 95-0004-I: $20.00).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	*Disabilities; Education Work Relationship; Inservice Teacher Education; *Job Placement; Mainstreaming; Program Evaluation; *Resource Teachers; Secondary Education; *Special Needs Students; *Transitional Programs; Vocational Education; *Vocational Education Teachers

ABSTRACT

This handbook is intended to assist vocational resource educators (VREs) in fulfilling the role of a facilitator in mainstreaming handicapped students and assisting them in the transitions into vocational programs and into work. It is presented in a question and answer format and organized around seven goals for VREs: (1) develop a communication network; (2) assist in assessment and appropriate program placement; (3) facilitate the mainstreaming process; (4) serve as a resource to vocational instructors; (5) provide job placement and follow-up; (6) provide inservice for other staff; and (7) evaluate a VRE's program. For each goal, an extensive set of sample materials and resources is included. A 5-page glossary and a 2-page listing of vocational special needs acronyms is provided. Appendices provide postsecondary VRE resources, a description of services for the disadvantaged, resources for sex equity, Missouri definitions of handicapping conditions, and the history of the Missouri VRE model. (CML)

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VOCATIONAL RESOURCE EDUCATOR HANDBOOK

Revised Edition

Missouri linc

Arden Boyer-Stephens
Assistant Director

Department of Special Education
and
Department of Practical Arts and Vocational-Technical Education

College of Education
University of Missouri-Columbia

The act which is the subject of the Handbook was supported in whole by funds from the Missouri Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education and no official endorsement should be inferred.

July 1987

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VRE Handbook Advisory Committee

Miles Beachboard, Director
Tri-County Area Vocational
Technical School
2nd & Pine Streets
Eldon, MO 65026

Jean Kuttenkuler, VRE
Lex La-Ray Area Vocational
Technical School
2323 High School Drive
Lexington, MO 64067

Beverly Lewis, VRE
Boonslick Area Vocational
Technical School
Ashley Road
Boonville, MO 65233

Maurita Miller, VRE
Rolla Area Vocational
Technical School
1304 East Tenth Street
Rolla, MO 65401

Rosemary Wood, VRE
Columbia Area Vocational
Technical School
4203 South Providence Road
Columbia, MO 65203

External Reviewer

Dr. Carole Veir
Assistant Professor
College of Education
Dept. of Education
Administration
University of Texas
Austin, TX 78712-1291

ACKNOWLEDGEMENTS

I wish to acknowledge the many contributors to this project. A special thanks to the following individuals:

To the members of the Advisory Committee, Miles Beachboard, Jean Kuttenkuler, Beverly Lewis, Maurita Miller, and Rosemary Wood, for suggestions, direction, and critique of this handbook;

To the each and every VRE in Missouri who contributed valuable information in many forms;

To Dr. Frank Drake for his support of Vocational Resource Educators;

To Bob Larivee, Dick Omer and Iva Presberry for their time, dedication and commitment to this project and to vocational special needs programs in Missouri;

To Dr. John Allen who always supports efforts for vocational programming for handicapped students;

To Dr. John Heskett whose dedication to excellence in all programming gives us direction and encouragement;

To Ben Franklin for his help and suggestions on parts of the manual;

To Gay Groves, Maggie Glad, Margaret Scobee and Linda Mullins who contributed vital information on behalf of the the VREs in a postsecondary setting;

To Dr. Lynda West for her guidance, encouragement and deep commitment to special needs students.

To Victoria Bowlin for her patience and editing suggestions while typing this manual.

I extend my sincere appreciation to these individuals and to all individuals across the State whose commitment to vocational programming for special needs learners has contributed to innovative and excellent programs in Missouri.

Arden Boyer-Stephens
Project Director

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INTRODUCTION

The purpose of the *VRE Handbook* is to serve as a guide for Vocational Resource Educators in Missouri. It contains basic information that will be helpful to VREs as they work with handicapped students in vocational education programs. The Handbook identifies seven goals for VREs. Each goal statement is followed by a series of questions and answers which may be translated to objectives and activities to accomplish the goal. This Handbook identifies the "major" concerns VREs have as they perform their role in individual settings according to school policies. References and additional resources are listed for each goal to provide other sources on the topics, should more detailed information be needed.

Increased sensitivity to the human rights of all people has brought about a greater awareness that people with handicaps can indeed assume roles as productive workers in our society. In the past, persons with handicaps have been a part of the population for whom minimal vocational or employment opportunities were available. Because there were very few training programs available to people with handicaps, they were untrained, underemployed or unemployed. Some were placed in sheltered workshops, but many more were without any type of work identity. Many of those were never able to rise above an entry level position and were rarely a part of the regular work force in terms of seniority and promotions. The problem was circular—there were limited vocational opportunities because of the lack of training, there was limited training because of the lack of job placement opportunities.

THE ROLE OF THE VRE

Vocational Resource Educators fulfill the role of a facilitator in the mainstreaming process. They are responsible for helping handicapped students make a smooth transition into vocational programs as well as helping vocational instructors plan and implement appropriate educational programs. The VRE serves as a resource for teachers, students, parents, and the community. This role requires expertise in special education and vocational education, and above all, good communication, interpersonal and public relations skills.

As a facilitator, the Vocational Resource Educator works with educational personnel in a variety of programs. The VRE assists in vocational program planning for students with handicaps. They work with school and community personnel to identify, utilize resources in the best possible way and assure the placement of students with handicaps in appropriate jobs. In this capacity, the VRE works with the school's placement personnel to facilitate handicapped students' transition from school to work.

While student success is the objective of the VRE's efforts, they do not have direct instructional responsibilities. The VRE is responsible for a specific number of handicapped students, coordinating and monitoring their vocational education programs. The responsibility includes making sure the student is appropriately placed in a vocational program and there are no overlaps or gaps in the student's total vocational education plan.

Although the VRE does not have direct teaching responsibilities, they do have regular contact with the students. The VRE is a person to whom handicapped students can turn when they are experiencing difficulty. If a teacher perceives a student has a problem or need that should be handled outside the classroom, the VRE works to find the most appropriate solution or resource for solution of the problem. The VRE's responsibility is to assure that the student's vocational education needs are being met.

The VRE has direct responsibility to other staff members to provide services and/or resources which help them as they work directly with students who are handicapped. Because the VRE is a facilitator, the specific responsibilities are identified jointly with special education personnel and administrators, according to the needs of each school.

The role of the VRE requires that he/she serves as an advocate of students with handicaps in each of their environments—school, home and community. VREs have a primary responsibility to assure students and teachers that they have appropriate resources available so that their mutual success is facilitated.

Postsecondary and secondary VRE roles are similar in many respects; they both help to ensure vocational success. This handbook is designed to provide the VRE with information and resources which will aid him or her in the role of facilitating success for handicapped students enrolled in vocational education. Postsecondary VREs often utilize different materials, formats and resources since they work with adult students. A special section in this manual is offered to them for specific postsecondary resources and information.

LEGISLATION

Since 1963, federal legislation has reflected an increasing sensitivity to persons with handicaps. The 1963 Vocational Act addressed students with handicaps in general terms. Five years later, as a reaction to the lack of a voluntary response to students with handicaps, the Vocational Amendments of 1968 provided for special funds for use with this population.

Current legislation mandates have further defined federal guidelines for persons with handicaps and have had a significant impact on the educational opportunities for all students. With the increased opportunities for students came increased responsibilities for local education agencies to expand their programs so that students with handicaps would be assured equal access for an appropriate public education. The Missouri State Plan for Vocational Education includes a goal to maintain and expand vocational programs and services for the disadvantaged and handicapped. This statement demonstrates vocational education's commitment to ensure that the "spirit" of the law is met.

In 1983, the Office of Special Education and Rehabilitation Services (OSERS) began to conduct research concentrating on the employment problems of handicapped youth. The result of research led the federal government to publicize the need for school districts to look at their efforts in relation to transitioning handicapped students from school to work. As part of this national effort, a VRE works with handicapped students in Vocational Education to ensure acquisition of skills so they can move into the work force (or postsecondary education) and become productive individuals.

The following outlines significant legislation with regard to handicapped individuals. A VRE should be familiar with all of these laws.

The Education for All Handicapped Children Act (1975) P. L. 94-142

1. Ensure that a free, appropriate education be made available to all handicapped children;
2. Assist state and local education agencies in providing this education;
3. Assess the effectiveness of these educational efforts; and
4. Provide handicapped children and their parents with the assurances of due process.

Guarantees

- Due process
- Least restrictive environment (LRE)
- Nondiscriminatory assessment
- Individualization
- Children in private settings will receive services
- Confidentiality and recordkeeping
- Planning
- Service for ages 5-21
- Appointment of parent surrogate, if necessary

Amendments to the Education for All Handicapped Children Act (1983) P. L. 98-199

1. Additional monies available for program development of early childhood projects;
2. New programs authorized in secondary special education for the development of transition models;
3. Increased support for information dissemination and training for parents of handicapped children; and
4. Greater emphasis on planning, evaluation and accountability to strengthen the provisions in P. L. 94-142.

Vocational Rehabilitation Act (1973) P. L. 98-112 Section 503

Requires that every employer doing business with the federal government under a contract for more than $2,500 take affirmative action to recruit, hire, train, and promote handicapped individuals. Those agencies holding contracts of $50,000 or more and having at least 15 employees are required to develop and maintain an affirmative action program which sets forth policies and practices regarding handicapped employees.

Vocational Rehabilitation Act (1973) P. L. 98-112 Section 504

No otherwise qualified handicapped person in the U.S. . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Carl D. Perkins Vocational Education Act (1984) P. L. 98-524

The PURPOSES of the Act are as follows:

- Assist the states to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;
- Assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;
- Promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the states, and in making the vocational system more responsive to the labor market in the states;
- Improve academic foundations of vocational students and aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;
- Provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that state or employment market;
- Assist the most economically depressed areas of a state to raise employment and occupational competencies of its citizens;
- Assist the state to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;
- Improve the effectiveness of consumer and homemaking education and reduce the limiting effects of sex role stereotyping in occupations, job skills, levels of competency, and careers; and
- Authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

The following ASSURANCES must be met by any district in Missouri which accepts monies from the Carl D. Perkins Act to serve handicapped students:

- The eligible recipient will provide equal access to handicapped individuals in recruitment, enrollment, and placement.
- The eligible recipient will provide handicapped individuals equal access to the full range of vocational programs available to nonhandicapped individuals.
- Information will be provided no later than the beginning of the ninth grade year to handicapped students and their parents concerning the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs.*

- The provision of vocational programs and activities for handicapped individuals will be in the least restrictive environment in accordance with the Education of the Handicapped Act (P. L. 94-142).*
- Vocational Education will be a component of the Individualized Education Program (IEP) for handicapped students when appropriate and will be planned through a coordinated effort by appropriate representation of Vocational Education and Special Education.*
- The interests, abilities, and special needs of each handicapped student will be assessed with respect to successfully completing a vocational education program. The assessment process will be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs, and using these results to assist in formulating a realistic vocational plan.
- Special services which may include adaptation of curriculum, instruction, equipment, and facilities, etc., designed to meet the needs identified through the student assessment process will be provided. Emphasis will be placed on mainstreaming handicapped students in regular vocational programs, using such strategies as resource personnel, supplemental staff, resource materials, basic skills instruction, equipment, etc.
- Guidance, counseling, and career development activities will be conducted by professionally trained counselors who are associated with the provision of special services.
- The transition from school to employment and career opportunities will be facilitated through guidance and counseling services. The activities may include the following: preemployment skills training, placement services for entry into the labor market, and guidance services to facilitate the transition to further training.
- Any service and activity submitted for approval will be provided exclusively for the handicapped individuals identified by the definitions. Records on the individuals identified and their assessed needs must be maintained at the local level.
- The eligible recipient will provide the approved service or activity as outlined under the use of funds in the *Vocational Planner's Guide* (1986) and will adhere to the description regarding the delivery system and personnel requirements.
- The eligible recipient assures that professional staff employed to serve handicapped students will avail themselves of inservice training when notified and their presence is requested by the Vocational Special Needs and Guidance Services Section, Department of Elementary and Secondary Education.

* Not applicable for postsecondary adult individuals.

SOURCE: *Vocational Planner's Guide*, 1986.

GOAL 1: DEVELOP A COMMUNICATION NETWORK

Overview

Communicating with a variety of individuals, updating information and passing needed information along to the right person requires superior organizational skills. In addition to communication, the coordination of services with school personnel comprises a major role for the VRE.

As well as communicating and coordinating services with school district personnel, the Vocational Resource Educator (VRE) also has the responsibility of working with parents and other community members to assure they are aware of the programs available to handicapped students. The *Missouri Vocational Planner's Guide*, based on the Carl Perkins Act (P.L. 98-524), requires that:

> Information will be provided no later than the beginning of the ninth grade year to handicapped students and their parents concerning the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs.

The community becomes important due to the thrust towards transition of students from school to work. Not only must the VRE be familiar with options within the school, but options for a student upon graduation should be communicated to parents. The VRE's responsibility may be direct or indirect, that is the VRE may need to provide information or assist others in the dissemination of available resources and information. More concerning transition and community options can be found in Goal 5.

The VRE is responsible for assuring that public relations efforts are directed toward understanding the handicapped in terms of their potential as students and employees. They work with community organizations to help them inform their memberships about the training opportunities that are available for students with handicaps.

Advisory committees are excellent resources for program support. The VRE is responsible for making certain that they are appraised of the school's efforts at preparing *all* students to become wage earners.

1.1 HOW CAN THE VRE BUILD RAPPORT WITH ADMINISTRATORS?

VRE's need to develop relationships with many administrators, including:

- Vocational School Director,
- Superintendents of sending school districts,
- Principals of sending schools,
- Special Education Directors/Administrators of sending schools,
- Guidance and Counseling Directors of sending schools,
- School Board members,
- State Department Personnel in both Special Education and Vocational Special Needs.

Building rapport with administrators, as with all people is a long and evolving process. Consider the goals of the institution and the roles and responsibilities of the administration. Interacting with the administrative team is crucial to the establishment of rapport and will take time. Remember to:

- Effectively communicate with the administration on specific goals and objectives of the VRE (both Vocational Education and Special Education).
- Arrive at a consensus in terms of the short term and long range goals. A sample of a Quarterly Objective Form is provided in the Resources for Goal 1.
- Clarify the position of the administration regarding growth of programs/services for the handicapped.
- Facilitate a flow of information to administrators. Keep them informed of program growth, direction and scope.
- Communicate with administrators once a week (in person if possible, by memo if not).
- Acknowledge administrative support when it is given.
- Follow protocol (formal and/or informal).

Some specific activities to help increase communication and coordination may be:

- Presentations at superintendent's meetings.
- Presentations at local school board meetings.
- In-service information sessions at faculty or departmental meetings (special education, counselors, administrators).
- Brief letter describing achievements of the year, or have these as part of sending school's newsletter, if available.

1.2 HOW CAN A VRE TIE INTO THE NEEDS OF VOCATIONAL EDUCATORS AND VICE VERSA?

A VRE should develop an understanding of the needs of vocational instructors and other school district personnel (special education teachers, counselors, etc.). He/she should indicate interest and enthusiasm for the other's activities and expertise. A team approach is best utilized, enlisting the aid of other educators in developing common goals and activities. Team development should include:

- Defining the roles of staff,
- Identifying the expertise each team member possesses,
- Providing for easy and smooth communication,
- Providing opportunities for staff interaction,
- Identifying common goals and objectives,
- Identifying strategies to reach the goals,
- Choosing the appropriate strategy to meet the goal,
- Identifying the best implementors and strategies for implementation,
- Identifying evaluation strategies to determine if goals are reached.

Some activities a VRE can engage in to help meet the needs of vocational instructors and develop a "teamwork" approach are:

- Become familiar with class competencies, textbooks and resources.
- Spend as much time as possible in the classroom or lab.
- Meet with instructors regularly to discuss student progress.
- Brainstorm new teaching strategies, classroom management skills, etc. with instructors.
- Conduct a needs survey to determine possible areas for inservice training (more on inservice training can be found in Goal 6).
- Recognize instructors for their willingness to adapt curriculum to the needs of students.

1.3 HOW CAN THE VRE ENCOURAGE THE INVOLVEMENT OF PARENTS?

This is one of the public relations aspects of the VRE's role. Sharing information with parents is necessary if their involvement is desired. Vasa (1980) suggests the following:

- Host an open house and tour of the vocational facility.
- Involve parent representation in the VRE advisory committee.
- Develop the habit of corresponding with parents regarding the success of their children. Encourage instructors to do the same. Sample Progress Report Forms can be found under the Resources for Goal 1.
- Provide inservice programs of interest to parents. Tie in the local parent groups such as Association of Children with Learning Disabilities (ACLD) and Association for Retarded Citizens (ARC).
- Make home visits to get to know the parents' interests, concerns, and needs. Coordinate visits with other instructors to avoid duplication.
- Offer individual, small or large group meetings with parents.

It is sometimes assumed by educators that parents are apathetic about their child's education because of the parents' lack of involvement. In reality, parents may choose noninvolvement for any of a number of reasons, such as: fears of inadequacy in discussions with educators, unsuccessful past contacts with the school, and failure to understand the role the school expects of them. In talking with parents, ask and listen to their opinions, accept them as equals, meet them at home if necessary and avoid using educational jargon. Through communication with parents, vocational education personnel can:

- Obtain information useful in an assessment of a student;
- Obtain information about the student's experiences and expectations from the perspective of parents;
- Increase the opportunities for individual students by involving parents in the educational process;
- Transmit information about parent's rights and responsibilities under the law;
- Obtain support from groups of parents for the expansion and alteration of present vocational programs to better accommodate the handicapped student.

Parents, in turn, should be informed by educators about:

- Interpretation of vocational assessment information,
- The options the vocational education program offers,
- What to expect from the school vocational program,
- The program's safety standards and provisions,
- The ways the parents can support the acquisition of specific skills,
- The grading and evaluation procedures utilized by the school system,
- The performance of their respective children in the vocational program,
- Information regarding the options available to their children after graduation.

An article dealing with parental involvement is in the Resources for Goal 1.

1.4 HOW DOES THE VRE ASSIST IN MOTIVATING STUDENTS AND PROVIDING CAREER GUIDANCE?

Students with handicaps may enter the learning situation with feelings of low self-esteem. They may feel discouraged and helpless about their futures. New situations may be alien territory in which they are afraid of failure. They may be unfamiliar with work models and therefore have a limited knowledge of worker expectations. Ideas for helping students to develop positive attitudes toward themselves and the learning task include the following:

- Plan success-guaranteed learning opportunities, i.e., small enough steps for success to be inevitable,
- Assure that students have frequent feedback on their progress and performance,
- Plan ways for students to be able to define for themselves successful completion of a task,
- Help students establish their own attainable goals,
- Help other students learn to recognize success of others,
- Allow for slow reactions/responses to questions,
- Expect students to attain success,
- Encourage students to put forth special effort,
- Make directions explicit,
- Provide opportunities for positive-peer relationships through team or small group activities,
- Encourage participation in student and/or community groups, e.g., school, clubs, church groups,
- Emphasize importance of student organizations and encourage students to join appropriate organizations,
- Provide opportunity for students to talk with workers who have handicaps similar to those of the student,
- Coordinate with other teachers, counselors and parents so everyone involved with the students can reinforce the same behaviors,
- Talk with students to determine ways they can be helped to succeed.

A sample form which may be useful for recording conferences with students, coordinating action plans and, in general, keeping track of student goals and progress can be found in the Resources for Goal 1.

Other students can also learn to interact more effectively with the handicapped student. It is vital that time be spent preparing other students to work with students having handicaps. Other students can be a great source of assistance within the classroom, but it is important that they approach the task in a manner that is helpful rather than condescending or patronizing. However, be sensitive to the fact that some students do not want to be treated differently. They do not want nonhandicapped students to know about their learning problems or stand out in any way. Work around this by making special help or materials available to other students seeking help. Some activities that can be done with nonhandicapped students are as follows:

- Spend time talking about various handicaps and the effects those handicaps have on the lives of people who live with those handicaps,
- Provide opportunity for students to have simulated experiences with being handicapped for part of a day,
- After simulation, provide opportunity for students to talk about frustrations and feelings during the time they were "handicapped",
- Include students who are handicapped in discussions so they can share their own frustrations,
- Assist the instructor in establishing a "buddy system" in the classroom, e.g., have students work together to get equipment out and put away,
- Establish procedures whereby students help other students if they don't understand an assignment,
- Involve all students in planning ways they can help each other.

In order for any of the above ideas to work, it is important that a cooperative atmosphere be established in the entire school. The mainstreaming process requires that everyone work together to maximize the learning opportunity for students with handicaps.

CAREER GUIDANCE

VRE's can help with the career guidance needs of students in a variety of ways:

- Provide information as is required by the Carl Perkins Act, on vocational program options to parents and students, as well as counselors and special education teachers. Sample letters to parents can be found in the Resources for Goal 2,
- Conduct presentations in junior and senior high classes on vocational education options,
- Provide information on career education resources to special educators and counselors,
- Develop and provide each sending school with a list of potential guest speakers, including those who are in "nontraditional careers",
- Conduct small group discussions for career exploration purposes,
- Provide individual career counseling for those students who need more intense planning and exploration,
- Hold Career Fairs with community employers available to talk with students,
- Develop employer contacts to enable students to "shadow" a worker in a job the student has an interest in learning more about,
- Encourage parents to become guest speakers in their various occupations,
- Develop a career resource room or become familiar with materials available to the student in the counseling office.

1.5 WHAT ARE SOME SUGGESTED TECHNIQUES AND STRATEGIES TO DEAL WITH ATTITUDINAL BARRIERS?

Perhaps the most important point to remember concerning negative attitudes toward handicapped students is that ignorance and fear play a large part in forming and maintaining attitudinal barriers. The development of these attitudes did not happen suddenly and breaking down negative attitudes is a slow process.

Initially, the VRE should develop a positive relationship with individuals whose attitudes are negative. If there are poor attitudes towards handicapped students, these attitudes are often directed toward personnel, such as VRE's, who work with that population. A VRE first needs to establish himself or herself as a competent professional within the eyes of persons with negative attitudes. Communication skills are essential and a sense of humor is vital.

Some techniques which may be helpful in developing positive professional relationships are:

- Demonstrating interest in the instructor's program area,
- Listening "actively" to the instructor's problems or complaints,
- Offering help with curriculum or test development,
- Giving recognition/praise for activities the instructor performs which benefit students (i.e., new curriculum developments, talking individually to students, giving extra help, etc.),
- Assisting the instructor to understand the characteristics of adolescents and slowly build the instructor's knowledge of functional limitations of handicapped students (i.e., the instructor has a nonhandicapped troublemaker in the class. As the VRE makes suggestions on behavior management skills, the opportunity arises to describe some of the problems behavior disordered or learning disabled students have in relation to getting along with others),
- Initially, use of labels (mentally retarded, learning disabled) are *not* as helpful in trying to change negative attitudes as descriptions of learning problems and possible solutions to those problems,
- Providing information on learning/teaching strategies and encouraging teachers to try them out. (Many work well for "regular" students, too).

If an instructor with negative attitudes has a handicapped student in the class, the main objective is to work towards developing a productive or positive relationship between the two. Achieving a level of personal involvement with a handicapped student makes it more difficult to maintain negative attitudes. Some strategies for decreasing attitudinal barriers include:

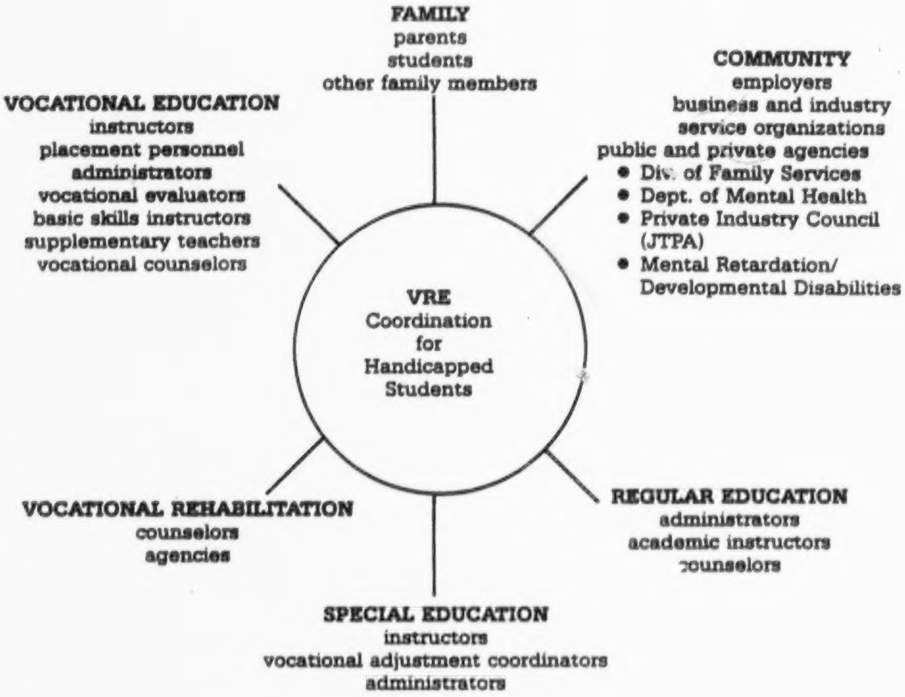
- Have the instructor meet and talk with the student prior to enrollment or starting the class,
- Ensure that the instructor understands the student's learning problems and possible solutions,
- Distribute "success stories", especially recognizing individual instructor's achievements in helping a handicapped student,
- Work closely with the instructor on designing alternate learning strategies,
- Meet with the student and the instructor at least monthly to review progress/concerns,

- Provide in-service training for instructors designed to allow them to experience a simulated handicapping condition,
- Develop a list of potential guest speakers for different program areas who have handicapping conditions.

However, if all efforts continually fail to build a positive relationship between the instructor and the student, the VRE may need to examine the placement and take action to find an appropriate alternative placement if necessary to improve the student's learning environment.

1.6 WHO ARE SOME OF THE PEOPLE WITH WHOM A VRE NEEDS TO COORDINATE AND WORK?

As the following diagram illustrates, there are people from many sectors of the community that the VRE will want to link with in coordinating services to handicapped students.


FAMILY
parents
students
other family members
COMMUNITY
employers
business and industry
service organizations
public and private agencies
• Div. of Family Services
• Dept. of Mental Health
• Private Industry Council (JTPA)
• Mental Retardation/ Developmental Disabilities
VOCATIONAL EDUCATION
instructors
placement personnel
administrators
vocational evaluators
basic skills instructors
supplementary teachers
vocational counselors
VRE
Coordination
for
Handicapped
Students
VOCATIONAL REHABILITATION
counselors
agencies
REGULAR EDUCATION
administrators
academic instructors
counselors
SPECIAL EDUCATION
instructors
vocational adjustment coordinators
administrators

In order to coordinate with the school, the VRE needs to have a good working relationship with school personnel, particularly administrators, special educators, and counselors. To work effectively with the family, the VRE needs to encourage the involvement of the parents and students. The VRE can link with the community through advisory committees, as well as professional and personal community involvement.

1.7 WHAT ARE SOME ADDITIONAL WAYS THE VRE CAN BECOME INVOLVED IN THE FAMILY AND COMMUNITY?

By participating in community activities the VRE can build a strong community and family base of support for the vocational special needs program. The VRE can attend activities sponsored by school, citizen, business, labor, civic, special interest groups, or join organizations. By being a consumer of local products and business, the VRE can build linkages with families and community members. The following are but a few of the ways VREs can network with the community.

- Arrange speaking engagements,
- Develop program brochures,
- Provide audio-visual presentations,
- Attend social functions,
- Hold an open house,
- Conduct inservice,
- Visit related agencies in the community,
- Organize and/or serve on advisory councils/boards,
- Distribute business cards,
- Write letters of introduction,
- Write follow-up thank you letters,
- Join civic organizations,
- Volunteer for advisory committees, etc.,
- Attend community decision making meetings.

1.8 WHAT IS THE ROLE AND COMPOSITION OF A VRE ADVISORY COMMITTEE?

> One of the purposes of the Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524, is to promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of education, and in making the vocational system more responsive to the labor market. A strong thread of private sector involvement is woven throughout the Act. One of the most effective means of accomplishing private sector involvement is through the utilization of active local advisory groups (Behymer, 1985, p. 9).

The advisory committee, in the case of the VRE, is organized to support programming for the continuation of services for handicapped students. Suggested specific functions for an advisory committee include:

- Identify current vocational programming needs,
- Supply job information,
- Provide curriculum advice,
- Assist in developing student selection criteria,
- Encourage student organization involvement,
- Plan strategies for student placement in the world of work,

- Foster promotion of handicapped students in vocational education,
- Identify and adapt equipment,
- Plan strategies to recruit and serve handicapped students,
- Identify services/resources available and applicable for transition from school to work or further education.

Current regulations state that advisory committees must be representative of the total school service area. Members may be selected to represent:

- Geographical sections of the school service area,
- A variety of business and industry representatives, particularly those predominant in the area,
- Both labor and management,
- Parents of vocational education students,
- Former vocational students,
- Various age levels,
- Different educational levels,
- Both male and female, handicapped individuals, and racial and ethnic minorities found in the area served by the program (Behymer, 1985, p. 7).

The size of the committee should be considered, as those with more than 15-18 people become ineffective as it is difficult for any individual to make a significant contribution in a large group. A committee of 9-12 persons would constitute a good working group.

An advisory committee should never be organized unless their advice is earnestly sought with intent to implement. Individuals willingly devote valuable time to serve on advisory committees if they are allowed to help, with the understanding that their ideas will be considered and appreciated. The following criteria are useful in selecting individuals to serve in an advisory capacity.

- The individual must be willing to serve,
- The individual must have expertise and interest in the area of concern,
- The individual must be willing to devote sufficient time to perform the necessary duties,
- Potential or new members should be approved by other committee members.

VRE advisory committees may also be select representatives from:

- Vocational Instructors,
- Special Education Instructors,
- Vocational Rehabilitation Representatives,
- Chamber of Commerce Representatives,
- Special Interest Groups (i.e., Assn. of Retarded Citizens),
- School Administrators,
- City Departments (Health),
- Local Employers,

- Employment Security,
- Community Social Service Agencies.

Conducting productive meetings is important for continuing involvement and commitment on the part of the members. The following guidelines have proven to be useful for managing group activity and interaction at council meetings:

- State the purpose of the meeting and review the agenda at the outset. Review minutes from the last meeting. Some councils even set goals or objectives for each meeting as a way of focusing on purposes.
- Encourage all members to speak and respect the rights and opinions of each individual.
- Ask clarifying questions.
- Periodically summarize discussion and point out the connections and contradictions between points.
- Use parliamentary procedure for decisions; otherwise, encourage open and informal discussion. The majority rules, but the minority opinion must be heard.
- Consider and resolve one issue at a time.
- Explore and encourage all points of view in working toward consensus.
- Show strong interest in attendance, ideas, and the work plan.
- Distribute work assignments throughout the group.
- Make assignments and work tasks clear and specific; explain expectations, time lines and products. Discuss background of issues so that everyone shares a common understanding of the terms and importance of the problems.
- Structure the meeting so as to avoid wasted time. This conveys a sense of organization, purpose and productivity.
- Meet as often as needed to accomplish the annual goals. Some advisory committees meet monthly, some as infrequently as two times a year.
- Keep members informed of activities and progress.
- Recognize and reward members. Even a simple thank you is an effective reinforcement.
- Provide a closing statement or summary.
- Evaluate council work regularly.

The Resources for Goal 1 contains a sample agenda and a checklist developed by Navara (1981) providing a structure to evaluate the participation and effectiveness of advisory committees.

RESOURCES FOR GOAL 1

1. Sample Quarterly Objective Form
2. Sample Progress Report Forms
3. Article: Parental Involvement
4. Sample Conference Record
5. Sample Agenda for Advisory Committees
6. Advisory Committee Evaluation Form

SAMPLE QUARTERLY OBJECTIVE FORM

NAME ______________________ BEGIN DATE ________ END DATE ________

TITLE ______________________________ DATE DEVELOPED __________

PERFORMANCE OBJECTIVES	ACTUAL DATE AND ACCOMPLISHMENTS
1. Meet with ________ and develop procedures for vocational evaluations.	accomplished
2. To schedule 20 students for Vocational Evaluations.	10 - session 1 2 - session 2 Special Ed./ 1 - GED/Voc students
3. Attend 10 feedback sessions.	9 feedback sessions
4. Contact at least 5 parents concerning vocational evaluation results.	5 parent meetings
5. To resource handicapped students in vocational classes, as needed, to insure that 90% pass their classes.	18 students - 1 dropped out of school, 94% W/D or better continue
6. Provide resource services to special education teachers at sending schools including orientation to vocational resource educator services, evaluations, reporting status of students in vocational classes, etc.	continue
7. Provide inservice to new specialists at sending schools and junior highs in regard to Vocational Evaluations.	didn't do all new junior high specialists
8. Provide resource services to vocational instructors (Ag, Electronics, D.E., Auto Service).	continue
9. Attend Special Needs Advisory Committee meetings.	attended 1
10. Attend 1 Vocational Evaluation Lab Advisory Committee meeting.	attended 1
11. Provide coordinator with a list of students' 1st quarter grades as well as drops, D's, and F's for the quarter.	accomplished

SAMPLE QUARTERLY OBJECTIVE FORM

Page 2

NAME ______________________ BEGIN DATE ________ END DATE ________

TITLE ____________________________ DATE DEVELOPED ____________

PERFORMANCE OBJECTIVES	ACTUAL DATE AND ACCOMPLISHMENTS
12. Complete progress reports on students in vocational classes at least twice.	accomplished
13. Complete IEP summaries on students enrolling in vocational classes.	accomplished
14. Improve relations with sending school specialists and counselors.	continue
15. Develop new progress report forms with the VRE's.	accomplished
16. Provide specialists with information on Math pre-test and provide supplemental materials.	continue
17. Attend Fall Special Needs Conference.	accomplished
18. Attend Special Needs planning meetings.	continue
19. Revise letter for bulk mailing for 8th graders on vocational options.	accomplished
20. Attend faculty meetings.	continue

PROGRESS UP-DATE

Quarter 1 2 3 4

To the Parent/Guardian of: ______________________________

Grade __________ School ______________________________

The purpose of this communication is to inform you of your child's progress at this point in the quarter. Currently he/she is making a grade of _____ in ______________________________. Below I have checked comments which I feel represent his/her situation at this point in time.

_____ IS DOING A GOOD JOB.

_____ Exhibits a positive attitude.

_____ Has shown improvement.

_____ Needs more preparation for exams.

_____ Needs to increase class participation.

_____ Needs to increase lab participation.

_____ Has not completed all work assignments.

_____ Needs to improve attendance.

_____ Needs to improve arriving to class on time.

_____ Needs to better utilize lab/ class work time.

_____ Should talk less to classmates.

_____ Should seek more teacher help.

_____ Quality of work needs improvement.

_____ Instructional equipment is missing.

Teacher's Comments: ______________________________

____

I would welcome the opportunity to talk with you and will be available during my conference period each day from _____ to _____. You may call ________ to arrange an appointment.

Teacher's Signature ______________________________

Please sign and return to ______________________________.

Parent's Signature ______________________________

Monthly Progress Report

Name ______________________ Date __________ Class ____________

Instructor ______________________ Specialist/VRE ______________

Approximate Grade ________ Absences ________ Tardies ________ since ________

Areas of Progress/Concern	Satisfactory	Needs Improvement
1. Attendance		
2. Behavior		
3. Turns in Assignments		
4. Gets along well with peers/teachers		
5. Accepts supervision/criticism		
6. Quality of work is good		
7. Quantity of work on tasks is good		
8. Initiative - uses time well		
9. Shows a good attitude toward class		
10. Works safely at all times		
11. Student is groomed neatly and clean		
12. Does well on tests and is prepared		

Additional Comments: ______________________________

PROGRESS REPORT

NAME ______________________ CLASS ____________ DATE ________

I. ATTITUDE

A. Toward class
1. ___ Enthusiastic
2. ___ Cooperative
3. ___ Indifferent
4. ___ Not Cooperative
5. ___ Disruptive

B. Toward others
1. ___ Gets along well with others
2. ___ Quiet, rarely interacts with others
3. ___ Occasional problems with co-workers
4. ___ Argumentative

1. ___ Accepts supervision readily
2. ___ Occasional problems accepting supervision
3. ___ Hostile to supervision

II. CLASS PROGRESS

A. ___ Mastering competencies OR
1. ___ On schedule
2. ___ Ahead of schedule

B. ___ Not mastering competencies
1. ___ Poor attendance
2. ___ Lack of effort and/or interest
3. ___ Limited ability to master skills

III. WORK HABITS

A. Initiative
1. ___ Finds tasks to do when assigned work is completed
2. ___ Needs reminders to stay busy
3. ___ Wastes time when assigned task is done

B. Safety
1. ___ Always works safely
2. ___ Needs reminders to work safely
3. ___ Does not use good safety habits

IV. PROBLEM AREAS

1. ___ None
2. ___ Following instructions
3. ___ Speed and accuracy
4. ___ Completing written work on time
5. ___ Written tests
6. ___ Performance tests
7. ___ Daily points earned
8. ___ Staying on assigned task
9. ___ Grooming
10. ___ Other (Please specify ____________)

V. ATTENDANCE

Dates Absent ______________

Dates Tardy ______________

Second Hour
First Quarter __________
Second Quarter __________
Semester __________

VI. COMMENTS

Strengths: ______________ ______________

Weaknesses: ______________ ______________

*Additional Comments: ______________ ______________

INSTRUCTOR'S SIGNATURE ______________________________

STUDENT'S SIGNATURE ______________________________

*(Use back if more space is needed)

Student's Name Grade Date

PROGRESS REPORT

Reporting Period 1 2 3 4

Subject

Present Grade ____

Teacher

Home School

Notice to Parents

This report is part of our continuing effort to keep you advised of the progress of your son/daughter. We have indicated on this sheet some of the factors which are contributing to your child's present rate of progress. Any information which you are able to share with us to aid in the instruction process will be appreciated. If you wish to contact a teacher, call the office for a conference time.

Present Rate of Progress

- ___ Outstanding performance
- ___ Making satisfactory progress
- ___ Not working up to ability
- ___ Near failing
- ___ Days absent
- ___ Times tardy to class

Areas of Concern

- ___ Inattention in class
- ___ Tests unsatisfactory
- ___ Lack of preparation
- ___ Excessive absences
- ___ Work not completed
- ___ Disruptive classroom behavior
- ___ Talks too much
- ___ Poor work habits in skill area

Positive Qualities

- ___ Uses time wisely
- ___ Good self-control
- ___ Industrious
- ___ Cooperative
- ___ Courteous
- ___ Dependable
- ___ Responsible
- ___ Works well with others

ADDITIONAL COMMENTS: ____

____

____

____

____

PARENT'S SIGNATURE (If Requested)

TEACHER'S SIGNATURE

Progress Report

Name ______________________________ Date ____________________ Class ____________

Instructor ________________________ Specialist/Counselor __________________ Approximate Grade ______

A CHECKMARK DESCRIBES STUDENT. IF AN ITEM IS NOT CHECKED, THE STUDENT HAS NOT DEMONSTRATED THE BEHAVIOR.

I. SOCIAL ATTITUDE	Shop	Class
1. Very polite, respectful and cooperative	( )	( )
2. Gets along with others	( )	( )
3. Quiet, rarely participates	( )	( )
4. Occasional problems with co-workers	( )	( )
5. Argumentative	( )	( )

II. BEHAVIOR		
1. Consistently good behavior	( )	( )
2. Needs occasional reminder	( )	( )
3. Disruptive	( )	( )
4. Indifferent	( )	( )

III. EFFORT		
1. Has accomplished adequate to maximum amount of independent studies	( )	( )
2. Accomplishes adequate amount of work in areas of high interest; needs reminders to procress in areas of lower interest	( )	( )
3. Works well only on areas of interest; requires direct supervision in areas of lower interest	( )	( )

IV. ATTITUDE TOWARD SUPERVISION		
1. Responds promptly to supervision	( )	( )
2. Seldom questions authority	( )	( )
3. Frequently questions authority	( )	( )

V. GROOMING		
1. Always neat and clean	( )	( )
2. Needs reminders about cleanliness	( )	( )
3. Does not demonstrate good grooming habits	( )	( )

VI. QUALITY OF WORK		
1. Accurate	( )	( )
2. Occasional errors	( )	( )
3. Many errors	( )	( )

VII. QUANTITY OF WORK ON ASSIGNED TASKS		
1. Above average output	( )	( )
2. Satisfactory output	( )	( )
3. Just enough to get by	( )	( )
4. Wastes time	( )	( )

VIII. TIME MANAGEMENT		
1. Uses time wisely and appropriately; utilizes spare time	( )	( )
2. Usually uses time effectively, but needs reminders to utilize spare time	( )	( )
3. Does not use time effectively; requires direct supervision to accomplish work on time	( )	( )
4. Wastes time when assigned tasks are completed	( )	( )

IX. SAFETY	Shop	Class
1. Always works safely	( )	( )
2. Needs reminders occasionally to work safely	( )	( )
3. Does not use good safety habits	( )	( )

X. COMMUNICATION		
1. Communicates well; can relate both verbally and in writing	( )	( )
2. Able to communicate either verbally or in writing, but needs work in one or both areas	( )	( )
3. Unable to communicate verbally or in writing; needs additional work in one or both areas	( )	( )
4. Makes little or no attempt to communicate; makes little or no response to overtures	( )	( )

XI. CLASSWORK		
1. Usually does assignments	( )	( )
2. Usually behind in assignments	( )	( )
3. Usually prepared for written tests	( )	( )
4. Needs help preparing for written tests	( )	( )
5. Usually prepared for performance tests	( )	( )
6. Needs help preparing for performance tests	( )	( )

XII. CLASS PROGRESS		
1. Mastering competencies on schedule	( )	( )
2. Not mastering competencies due to:		
A. Poor attendance	( )	( )
B. Lack of effort and/or interest	( )	( )
C. Limited ability to master skills	( )	( )

Number of absences ______ since ________

Number of tardies ______ since ________

XIII. COMMENTS

1. Strengths: ______________________________

____

____

2. Weaknesses: ______________________________

____

____

3. Other: ______________________________

____

____

____

______________________________ Instructor's Signature

______________________________ Student's Signature

PROGRESS REPORT

Name ______________________ Class ________________ Date ________

3	2	1	Rating Scale 3 Above average 2 Average 1 Below Average	Description of Problem Areas (complete for all areas rated with a "1")	Recommendations for Improvement and/or Comments on Progress
___	___	___	1. RELATIONS WITH OTHERS (effectiveness in working with students, instructors, and others; cooperation; shows respect)		
___	___	___	2. DEPENDABILITY (attendance; punctuality; adherence to schedules and deadlines; consistency and results; perseverance)		
___	___	___	3. WORK ATTITUDES (willingness to learn; willingness to accept and profit from evaluation; enthusiasm; initiative; commitment; pride in work)		
___	___	___	4. COMMUNICATION (listening, speaking, and nonverbal skills; effectiveness in communicating with students, teachers, and others)		
___	___	___	5. PERSONAL HYGIENE-GROOMING (personal health care and cleanliness; dresses and maintains self appropriately)		
___	___	___	6. CLASSROOM WORK (reading and written assignments, tests, class participation)		
___	___	___	7. HANDS-ON TRAINING (shop work, performance tests, class projects)		

INSTRUCTOR'S SIGNATURE ______________________________

PARENTAL INVOLVEMENT IN SPECIAL EDUCATION: RIGHTS AND RESPONSIBILITIES

ALAN M. HOFMEISTER, Ph.D., and MICHAEL E. GALLERY, Ph.D.

Introduction

The ideal relationship between parents and school personnel is one characterized by partnership. While, in most cases, both parties have worked toward this ideal, they have, on numerous occasions, fallen short. Efforts toward achieving a true partnership have been given a boost by recently enacted federal legislation. Schools are now required to provide parents with the opportunity to become actively involved in the educational program of their child who is handicapped. While schools must provide the opportunity for parental involvement, the full benefit of this legislation will not be realized unless parents are able to take full advantage of the offer. For this to be possible, parents will need an understanding of some of the key planning issues that they and the schools will address as well as parental rights and the schools' responsibilities regarding such rights.

Dr. Hofmeister is director of the Outreach and Development Division, Exceptional Child Center, Utah State University, Logan, Dr. Gallery is assistant professor, Department of Special Education, Western Michigan University, Kalamazoo.

This article discusses briefly seven major concerns: School placement, goal planning, annual review, home involvement, supportive services, extracurricular activities, and postsecondary education. In discussing these issues, particular focus will be placed on rights and opportunities for involvement available to parents of children who are handicapped.

School Placement

In the past, many children with handicaps, particularly severe handicaps, were turned away from public schools. Today, however, the picture has changed; public schools are legally bound to provide a free appropriate education to all handicapped children between ages 3 and 24 (the upper and lower limits of this age range vary by conflicting state laws).

Schools must not only provide an education for all children, regardless of handicap, but must also provide the least restrictive placement; that is, the placement must be as normal as possible--the most preferable being in the regular classroom. This concept of "least restrictive placement" has implications for the design of school buildings as well. School buildings must now include features to accommodate students with physical handicaps.

Children with handicaps and their parents have been accorded certain rights with regard to school placement, including:

1) The right to free educational and psychological evaluations;

2) The right to examine all school records to be used in making placement decisions;

3) The right to request the removal of any information in the child's school records which the parents deem inaccurate or irrelevant;

4) The right to appeal any placement decision contrary to the wishes of the parents.

Thus, the parents have the right to take an active role in the child's school placement. It is suggested that when the child is of age (3 years in many states), the parents register the child for school. At that time, they should provide the school with any information they have related to the child's handicap. Handicapped children should begin formal schooling at least at the same time nonhandicapped children do.

Parents should evaluate carefully any excuse given by a school for nonacceptance of their child. Unacceptable excuses offered in the past include:

1) Your child is not toilet trained.

2) We have no funds for special programs.

3) We are unable to accommodate the handicapped.

4) Handicapped children must be 7 years old before they may enter school.

5) We don't accept children with severe behavior problems.

If the school, for any reason, fails to accept the child, the parent may appeal. While awaiting a "due process hearing," the child must be admitted to school. If the child is already in school but, in the eyes of the parents, inappropriately placed, the parents may also appeal the decision that led to that placement.

Goal Planning

The Education for All Handicapped Children Act of 1975 (P.L. 94-142) mandates that schools develop an individualized education program (IEP) for each handicapped child served. This plan must contain: 1) a statement of the child's present level of functioning, 2) annual goals and short-term objectives to meet the goals, 3) educational and related services to be provided and a statement regarding the extent to which the child will participate in the regular education program, 4) projected dates for initiation and duration of educational and related services, and 5) procedures for evaluating progress made toward goals.

The responsibility for developing the IEP does not rest solely with the school personnel. Legislation mandates that parents be given the opportunity to become working members of the IEP team. Parents have a right not only to be present at the IEP meeting but also to have access to the same information as others involved in the decision making. If the parents feel that it is warranted, they can also request that other resource persons, such as the child's physician, be present.

The notion that parents are working members of the team is an important one. The parents should offer any information that might be helpful in planning their child's program. Further, the parents should ask school personnel to explain: 1) how any goals proposed for the child by the school relate to information drawn from any testing and evaluation undertaken, 2) how the child's placement will facilitate achievement of the proposed goals, and 3) how progress toward the proposed goals will be evaluated. If, during such explanations, school personnel use terms unfamiliar to the parents, the parents should not hesitate to ask for clarification.

It is important that the parents not feel pressured to approve the IEP. If they are unsure, they have the right to request time to consider the plan more fully and, if necessary, to seek outside counsel. In any event, should the team adopt an IEP that is unacceptable to the parents, the parents have the right to initiate a due process hearing.

Annual Review

The IEP must be reviewed at least annually. As with the development of the IEP, the parents must be invited to participate in the review process. It should be stressed that the scheduling of the review process on an annual basis is a minimum requirement; hopefully, school personnel will communicate with parents regarding their child's progress much more frequently.

During the review, the parents should ascertain if the IEP was implemented as planned, and particularly, if the appropriate educational and supportive services were provided. If some goals were not met, the parents should find out what steps were taken to attempt to correct the situation. Failure to achieve goals is not necessarily an indication of incompetence, particularly if school personnel can demonstrate that problems were recognized early and prudent steps were taken to avoid failure.

Once the status of previous goals has been established, new goals should be developed. Here again, parents play vital roles. Of particular concern at this point, is whether alteration (either additions or deletions) of special educational and related services is warranted.

As always, if the parents are dissatisfied with the outcome of the review, they may request a due process hearing. However, the more parents are kept informed and the more parents keep themselves informed of their child's progress, the less likely will be the need for such a hearing. Program modifications can and should be made on an ongoing basis and as the result of team effort. Waiting for an annual review before changing a program goal can be defeating to a child's progress.

Home Involvement

Because education is often thought of as a process that occurs in schools, it is easy to overlook the importance of parents as teachers. However, the critical role that parents play in shaping their child's life values and their perceptions of self and others is becoming increasingly recognized. Considerable research is demonstrating that parents can be effective instructors of both academic and self-care skills. Home involvement can be provided in two ways: through the systematic support of homework or through direct instruction.

A well-planned homework assignment should involve not the teaching of new skills, but rather the practice of skills already introduced. If assigned homework is clearly beyond a child's capacity, the teacher should be contacted immediately. Since no instructor wants to place pupils in failure situations, any teacher will likely appreciate being informed when homework assignments are too difficult. Parents who enthusiastically and conscientiously supervise homework provide important incentives. Children are much more likely to complete homework when they know their efforts will be rewarded by persons who are important to them.

Parents can undertake specific teaching assignments with appropriate training and materials (see Information Resources at the end of this article). Tutoring programs in self-care and academic skills have been successfully conducted by parents of children who are handicapped. Parents who are willing to learn tutoring skills and become involved in direct instruction will not only become important instructional resources for their child but will also have a better understanding of educational problems and procedures. This understanding will foster improved parental participation in future educational planning.

Supportive Services

It is important to remember that a child is placed in special education not because of the presence of some physical or mental impairment, but because of the need for a specialized instructional program and possible related services. Related services, as defined in P.L. 94-142, include "...transportation and such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and include the early identification and assessment of handicapping conditions in children."

For financial and organizational reasons, some schools may be reluctant to supply needed related services as defined above. Parents are therefore obligated to be aware of the child's rights to such services. The best time for parents to express their concern for related services is when the child is to be evaluated for possible placement in special education. Such concern can, however, be expressed at any time.

Extracurricular Activities

Parents should team with school personnel to ensure that their child has the opportunity to participate in extracurricular activities. Participation in school-sponsored sporting events, field trips, dances, and other recreational activities should not be denied because of a handicap. School staff are often at a loss to know how to involve persons with handicaps in such activities. Parents should be prepared to make practical suggestions as to how such involvement may be achieved. It is important that the parents communicate the child's feelings to ensure that the personal satisfaction derived from participation in recreational events is achieved.

Postsecondary Education

Parents of children who are handicapped should be aware that persons with disabilities now have many of their rights protected at the postsecondary level through legislation such as that provided in Section 504 of the Rehabilitation Act of 1973. Colleges and other postsecondary institutions are required to open programs to students through the removal of architectural barriers or such procedures as the relocation of classes to accessible sites. Tests, including admission tests, must not discriminate against those who have handicaps. Students with impaired sensory, manual communication, or speaking skills must be provided access to auxiliary aids. Physical education must be provided in a nondiscriminatory manner, and students who are handicapped cannot be unnecessarily segregated in physical education classes.

Parents who plan ahead and visit a proposed campus with their son or daughter up to six months prior to the start of the academic year can ease entry by the student into postsecondary programs. During the campus visit a review of classrooms and living spaces may bring to light potential problems. Most institutions, given enough lead time, will do their best to meet the needs of students with disabilities. If, after negotiation and discussion with university personnel, parents feel that discrimination on the basis of physical or mental handicap exists in any program funded by the Department of Health, Education, and Welfare, a complaint may be filed with the Office of Civil Rights (see address in the Information Resources at the end of this article).

In many cases, parents can reduce the possibility of service delays and confrontation with education agencies if they plan ahead with their son or daughter, document their concerns in writing, suggest solutions, and work as team members with school and college personnel to represent the wishes and needs of the person who is handicapped.

Keeping Track: The Key to Effectiveness

Parents have fought for and won the opportunity to play a critical role in planning their child's educational program. It has been suggested that this role in enhanced when parents:

1) Are confident about their own abilities. They know their child better than anyone else.

2) Keep detailed records. Accurate recording of all important communications and events and safe keeping of the records are paramount.

3) Join a parent organization. By talking with people who "have been through it already," parents can gain a perspective on their problems, find moral support, and keep themselves informed.

4) Stay in close touch with the child's teacher. Knowing what is being done in the classroom can facilitate follow-through at home.

5) Listen to the child. Only he or she can give the personal point of view. Problems can be solved when people work on them together!

SPECIAL NEEDS STUDENTS

CONFERENCE RECORD

NAME: ______________________________ SENDING SCHOOL: __________

VOCATIONAL PROGRAM/INSTRUCTOR ____________________ SCHOOL YEAR: _____

SCHEDULE

1. ________________________	4. ________________________
2. ________________________	5. ________________________
3. ________________________	6. ________________________

****

DATE/PURPOSE

DATE/PURPOSE

DATE/PURPOSE

DATE/PURPOSE

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SAMPLE AGENDA

Special Needs Advisory Committee

December 4, 19--

CALL TO ORDER

APPROVAL OF MINUTES

OLD BUSINESS:

- o Report of job placement results
- o Other

NEW BUSINESS

Our question: Are appropriate programs being provided and should we investigate new program possibilities?

- o Current Programs/Review of Program Changes
- o Discuss Committee Direction/Determine new program areas for further investigation
- o Schedule time of next meeting

ADJOURN

Advisory Committee Evaluation Form

(Sample)

1. How many times did you meet this past year? __________ (Indicate #)

2. How many times do you plan to meet this next year? __________ (Indicate #)

3. What percent of your committee attended all your meetings this past year?

    _____ About 50 percent
    _____ About 60 percent
    _____ About 70 percent
    _____ About 80 percent
    _____ About 90 percent
    _____ 100 percent

4. How many members have served on your committee for:

    _____ just appointed
    _____ one year
    _____ two years
    _____ more than two years

5. Membership appointments are staggered so that continuity is maintained. ___ Yes ___ No

6. Committee members are fully informed in writing as to the purpose, function, and responsibility of the advisory committee. ___ Yes ___ No

7. A written agenda is distributed to each advisory committee member prior to meetings. ___ Yes ___ No

8. Minutes of advisory committee meetings are distributed to local school administrators and each committee member. ___ Yes ___ No

9. The advisory committee is given public recognition by the local program. ___ Yes ___ No

10. Recommendations made by local advisory committee are given consideration by local program personnel. ___ Yes ___ No

11. The majority of prior meetings have been held in school or classroom. ___ Yes ___ No

12. The majority of prior meetings have been held at same time (night, noon or morning). ___ Yes ___ No

FORM DEVELOPED BY: Dr. James Navara, Business and Vocational Education,
The University of North Dakota, Grand Forks, ND.

GOAL 1: ADDITIONAL RESOURCES AND REFERENCES

The primary resources for Goal 1 are:

Handbook for Instructors: Involving Vocational Advisory Groups in Program Improvement, Behymer, J., 1985.

SOURCE: Instructional Materials Laboratory
10 Industrial Education
University of Missouri
Columbia, MO 65211

Handbook of Special Vocational Needs Education, Meers, G. (Ed.), 1980.

SOURCE: Aspen Publishers, Inc.
P.O. Box 990
Frederick, MD 21701

Missouri Vocational Planner's Guide: Carl D. Perkins Vocational Education Act of 1984: P.L. 98-524, 1986.

SOURCE: Missouri Department of Elementary and
Secondary Education.
Vocational Special Needs and Guidance Services
P.O. Box 480
Jefferson City, MO 65102

Other resources and references for this section include:

Barton, T. (1987). Advisory committees have helped us grow. *Vocational Education Journal, 62* (1), 25-27.

Burkett, L. (Ed.). (1969). *The advisory committee and vocational education*. Arlington, VA: American Vocational Association.

Buscaglia, L. (1975). *The disabled and their parents*. Thorofare, NJ: Charles B. Slack.

Cochran. L., Phelps, L. & Cochran, L. H. (1980). *Advisory committees in action*. Boston: Allyn and Bacon.

Knapp, A. (1987). Test your advisory group savvy. *Vocational Education Journal, 62* (1), 23-24.

Kroth, R. (1975). *Communicating with parents of exceptional children*. Denver, CO: Love.

Navara, J.L. (1981). *Action steps to effective advisory committees*. Grand Forks, ND: University of North Dakota.

Noland, G.L. (1979). *Help yourself to successful employment*. Sedalia, MO: State Fair Community College.

Norton, R., Ross, K., Garcia, G., & Hobart, B. (1977). *Organize and work with a local vocational education advisory council*. Columbus, OH: The National Center for Research in Vocational Education.

Parks, D. & Henderson, G. (1987). Making the most of advisory groups. *Vocational Education Journal, 72* (1), 20-22.

Vasa, S. & Steckelberg, A. (1980). Parent's roles in the education of special vocational needs youth. In G. Meers (Ed.) *Handbook of special vocational needs education*. Rockville, MD: Aspen.

GOAL 2: ASSIST IN ASSESSMENT AND APPROPRIATE PROGRAM PLACEMENT

Overview

The Carl Perkins Act mandates the use of assessment for the purpose of appropriate program placement. The *Missouri Vocational Planner's Guide* (1986) reiterates this mandate by stating that:

> The interests, abilities, and special needs of each handicapped student will be assessed with respect to successfully completing a vocational education program. The assessment process will be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs, and using these results to assist in formulating a realistic vocational plan (p. 3).

Some school districts have fairly comprehensive testing programs which will provide the assessment information needed for making decisions about appropriate vocational program placement. However, many districts do not have the necessary school-wide testing, and in these cases, a cooperative effort must be developed among special educators, vocational educators, and counselors to provide assessment information necessary for appropriate placement.

Students must have a complete evaluation for eligibility for special education services and a reevaluation of their needs at least every three years. Seven areas are usually assessed during special education evaluations:

- Health status (including motor development),
- Vision,
- Hearing,
- Speech and language,
- Intellectual/cognitive development (including adaptive behavior),
- Academics (including prevocational and/or vocational),
- Social/emotional/behavioral (environmental).

For each student receiving special education services a great deal of information is easily accessed. Reviewing the current information available is the first step in the assessment process.

Some districts have a formal vocational assessment laboratory. These are usually found in the vocational-technical schools, are staffed by trained vocational evaluators, and allow students to try-out parts of jobs through the use of work samples. Other testing is done also, in relation to a student's interests, abilities, aptitudes, learning styles, and observation of behavior and special learning needs of the student. Upon completion of the assessment, a written report is usually sent to the referring teacher or counselor with suggestions for appropriate vocational classes, and other educational needs of the student.

This section will not concentrate on formal vocational assessment, as it is not available in all districts. However, a list of schools having formal assessment laboratories can be found in the Resources for Goal 2. These vocational assessment laboratories can serve their surrounding areas as well as their immediate school districts.

2.1 WHAT IS ASSESSMENT?

> Assessment is the process of assessing a student's abilities, attitudes, interests, academic, vocational and independent living skills over a long period of time for the purpose of planning an appropriate educational program which will assist the student in achieving functional skills that will serve the student well once they leave an educational institution (Maxam et al, 1986, p. 1).

Vocational assessment is considered to be a part of the total evaluation of a student. Dahl defines assessment as:

> a comprehensive process conducted over a period of time, involving a multi-disciplinary team . . . with the purpose of identifying individual characteristics, education, training and placement needs, which provides educators the basis for planning an individual's program . . . (Sarkees & Scott, 1985, p. 105).

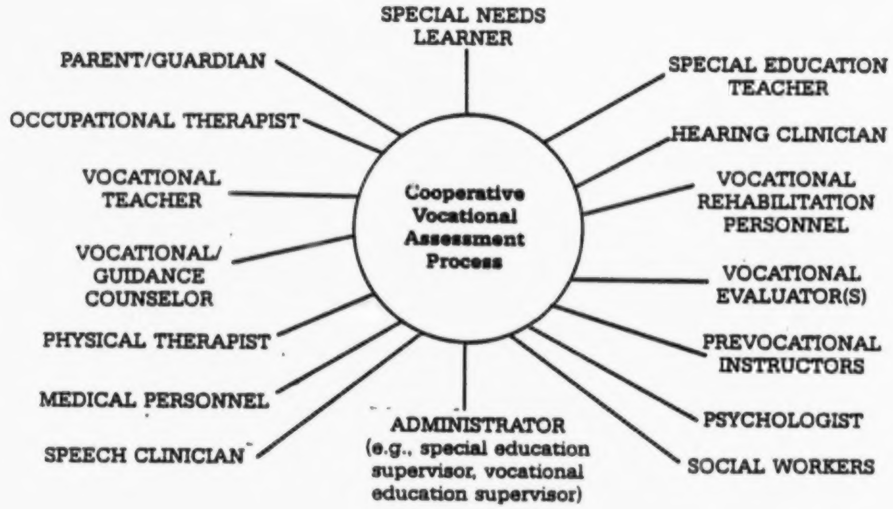
Assessment is an ongoing process, which uses information obtained from many different persons. Any individual demonstrates different kinds of behaviors and skills in different environments. This is why it is vital to obtain input from many different sources. The use of standardized, norm-referenced tests may be helpful in some aspects of assessment (intelligence and achievement), but criterion-referenced tests, informal tests and behavioral observations are also an integral part of the vocational assessment process.

Since the Carl Perkins Act (Part A) mandates assessment of interests, aptitudes and special needs of handicapped students, educators should be familiar with various formal (standardized) and informal inventories in these areas. An excellent resource for this purpose is the *Career Assessment Instrument Resource Guide* (See Additional Resources and References for Goal 2).

Vocational special needs personnel should work with their district special education administration to obtain the parental permission necessary for formal vocational assessments. These formal assessments are not conducted on every student, so permission is necessary for students who receive this additional testing. In addition to permission, a list of parental rights should be sent to parents. It is recommended that whenever possible, formal or informal vocational assessment should be a part of the total evaluation of a special education student (either initial evaluation or three year re-evaluation). In any case, the results of either a formal vocational assessment or informal assessment should be incorporated into the diagnostic summary of a student in special education.

2.2 WHO IS RESPONSIBLE FOR ASSESSMENT?

As previously stated, assessment is best achieved through a multidisciplinary team approach. The involvement of counselors, special educators, special needs personnel, vocational educators and others require coordination and cooperation. If assessment information is to be used for appropriate program placement decisions, it stands to reason that it be done prior to placement in a vocational program. The following diagram, from Sarkees & Scott (1985, p. 124), identifies persons who may be involved in the assessment process.


SPECIAL NEEDS LEARNER
SPECIAL EDUCATION TEACHER
HEARING CLINICIAN
VOCATIONAL REHABILITATION PERSONNEL
VOCATIONAL EVALUATOR(S)
PREVOCATIONAL INSTRUCTORS
PSYCHOLOGIST
SOCIAL WORKERS
ADMINISTRATOR (e.g., special education supervisor, vocational education supervisor)
SPEECH CLINICIAN
MEDICAL PERSONNEL
PHYSICAL THERAPIST
VOCATIONAL/ GUIDANCE COUNSELOR
VOCATIONAL TEACHER
OCCUPATIONAL THERAPIST
PARENT/GUARDIAN
Cooperative Vocational Assessment Process

The assessment process is ongoing and can begin very early in the school career of the student. A *Plan of Action* which indicates activities,timelines and responsibilities for the assessment process can be found in the Resources for Goal 2.

2.3 HOW DOES A VRE ASSIST/PARTICIPATE IN ASSESSMENT?

One of the primary roles of the VRE is to ensure that assessment leads to appropriate program placement decisions for handicapped students. VREs can assist in a variety of ways:

- Being knowledgeable about both informal and formal vocational assessment (vocational evaluation units),
- Conducting inservice training for those involved in assessment but who have had no training in assessment,
- Providing resources to counselors and special educators on appropriate inventories and tests,
- Collecting and providing informal checklists and inventories for classroom use,
- Providing information on the skills a student needs for each vocational program,
- Providing a list of questions or informal assessment summary form so counselors, special educators, parents, etc. know what they should assess (a sample format can be found in the Resources for Goal 2 for this purpose),
- Providing information and assistance in referring a student to a formal vocational evaluation, if an evaluation lab is available,
- Assisting the IEP team in determining appropriate vocational program placement and realistic vocational goals and objectives based upon assessment results.

Two excellent resources with which VREs should be familiar are: *Career Assessment Instrument Resource Guide* and *Assessment: A Key to Appropriate Program Placement.* (See Additional Resources and References for Goal 2.)

2.4 WHAT KIND OF INFORMATION CAN BE GAINED FROM A FORMAL VOCATIONAL ASSESSMENT THAT CAN BE USED IN THE DEVELOPMENT OF AN IEP?

Vocational/work related information such as interests, aptitudes, work attitudes, skills, and behaviors of a student is the goal of vocational evaluation. The information is compiled by a vocational evaluator through various techniques: interviewing, standardized testing, work and job samples, and situational assessment. This information can assist the VRE in recommending modifications that may be necessary (instructional and equipment) and appropriate placement into vocational programs.

In the event that a formal vocational evaluation is not available, it would be appropriate for the VRE to request information available about a student's interests, aptitudes, and skills prior to an IEP staffing. This would assist the VRE in making recommendations to the IEP committee on the vocational component. The Checklist contained in Resources for Goal 3 may help in deciding additional information needed.

There are many ways to informally assess a student in the areas listed on the Checklist of Vocational Evaluation Information found in the Resources for Goal 2. VREs should develop and maintain a file of informal assessment inventories and checklists as they find them in reviewing instructional resources. In the Resources for Goal 2 there are several informal assessment checklists that may help a VRE or special educator in the assessment process.

2.5 WHAT ARE ENTRY LEVEL SKILLS AND HOW DO THEY RELATE TO ASSESSMENT AND PROGRAM PLACEMENT?

Entry Level Skills (ELS) or ACCESS SKILLS, as they are now called, are defined as those skills that would ensure an entering student a greater chance of success in a vocational program. Over a period of seven years, Missouri LINC has refined and standardized these ACCESS SKILLS for vocational programs. A copy of the ACCESS SKILLS inventory for one program area can be found in the Resources for Goal 2. A VRE can take the skill list and work with the vocational instructor to adapt/modify this list to fit or prioritize the skills for a particular program in a particular vocational school. These lists, when distributed to counselors, special educators and parents, can be used for the development of exploration, assessment and training activities. Examples of these activities are:

- Exploration activities
    - Teachers can design activities for students to explore each program area.
    - Teachers can allow students to discover whether they like or dislike the activities associated with each program area.
- Assessment activities
    - An informal assessment instrument could be designed for each skill listed.
    - The *ACCESS SKILLS Vocational Readiness Skills* manuals will have activities developed by special educators that can be used for either assessment or training purposes for specified vocational program areas.
    - In assessing each skill for a program area, the special educator or counselor can discover strengths and weaknesses in the student. The areas which need improvement should then be addressed in the IEP.
- Training activities
    - The *ACCESS SKILLS Vocational Readiness Skills* manuals have a variety of activities to help an educator teach skills needed by students.
    - A student may need continued training once enrolled in a vocational program. When the ACCESS SKILLS are used for assessment, the VRE and vocational instructor are made aware of student limitations and can carry out additional training activities during the student's program.

It should be noted that ACCESS SKILLS are *NOT* designed to eliminate handicapped students from vocational programs. They are designed to increase a student's chance of success by providing information on skill levels and activities to help develop or enhance those skills. Assessment of ACCESS SKILLS can help the student and teacher determine both the interests and skills which the student has at the time of the assessment. This determination can assist the IEP team in making more appropriate program placement decisions.

Also available through the Instructional Materials Laboratory is the *ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide* for use by Junior High or Middle School teachers. This manual is designed to help teachers assess and teach general employability and study skills to their students. If a student can master many of these skills, their learning of ACCESS SKILLS for specific vocational programs should be easier, as well as enhancing their ability to obtain employment and/or increase their chances of success in other classroom settings. Information on this manual can be found in the Additional Resources and References for Goal 2.

2.6 WHAT IS EARLY ENTRY?

In Missouri early entry is described as a program for students who need an extra year in the vocational program to master the skills taught. The student must be at least 15 years old and a 9th grader. Early entry is not mandated by the Carl Perkins Act, but can be offered in Missouri to provide appropriate educational experiences for students who will benefit from an additional year of vocational training. For a student who is handicapped, the IEP must include a specific reference to the need for early entry into vocational training and the clearly stated goals and objectives to be met during the year. Handicapped students can "qualify" to enter a vocational program one year early if the school can document through proper assessment that the student could benefit from the additional training.

This assessment should include the student's interests, aptitudes and special needs. A four year plan should be in place so the student, parents, counselor and teachers are all aware of future plans. Planning for acquisition of credits for graduation must be considered as well as behavioral readiness. Due to the lower maturity levels of 9th graders, the IEP might include special arrangements such as an additional resource period or closer monitoring of classes by the special education teacher. Early entry into vocational programs must be carefully planned for by the IEP team. The advantages and disadvantages will vary for each student considered. It is an educational strategy helpful for some students, but program planning must be a cooperative effort involving vocational school personnel, special education teachers, parents and the student.

2.7 ARE THERE OTHER WAYS TO PREPARE STUDENTS FOR VOCATIONAL PROGRAMS IN ADDITION TO EARLY ENTRY?

There are many ways to prepare students for entry into vocational programs. If a school district has concentrated on teaching basic functional skills, personal-social skills and employability skills, students may be well-prepared for entry into vocational education.

ACCESS SKILLS training (refer to question 2.4) is one method of preparation of students for specific vocational programs. Infusion of these skills into the curriculum of the special education teacher, industrial arts teacher, home economics teacher, and regular academic teachers (such as math and language arts) would assure that handicapped and disadvantaged students have been exposed to essential skills for success in the vocational class where they will be placed.

Another method of preparing students for entry into regular vocational classes is the establishment of a Vocational Preparation program. Vocational Preparation classes can take many formats: one hour, two hours, three hours; exploration of many different areas; use of the ACCESS SKILLS curriculum; etc. However, regardless of the format, the purpose of a Vocational Preparation class is to provide students with the skills necessary to succeed in existing eleventh and twelfth grade vocational programs. The expectation is that upon completion of a Vocational Preparation program, students will then enroll in the existing programs at a vocational school.

In Missouri, a limited number of Vocational Preparation programs are funded each year. Although the Carl D. Perkins Act does not fund this type of program, the State of Missouri has allocated a limited amount of funds to reimburse school districts 50% of the costs of Vocational Preparation programs. Districts must apply for these programs. For further information, contact the Department of Elementary and Secondary Education, Vocational Special Needs and Guidance Services, P.O. Box 480, Jefferson City, MO 65102.

2.8 HOW ARE PROGRAM PLACEMENT DECISIONS MADE?

Program placement decisions for handicapped students are made by the IEP team. This team may include: an administrator, guidance counselor, special education teacher, social worker, psychologist, psychiatrist, vocational evaluator, nurse, speech therapist, audiologist, person initiating the referral, parent/guardian, the student when appropriate, and any other personnel who can be helpful to the planning process (Sarkees & Scott, 1985, p. 80). If the student is being considered for a vocational class, a representative from the vocational school should be present. This person is often the VRE and the vocational instructor is encouraged to attend. The VRE should come to the IEP meeting with the following information to assist in the decision making process:

- Prerequisite skills needed,
- Exit level skills list to help the committee develop appropriate goals and objectives,
- Information regarding available support services and adaptations that can be made in the class,
- Employment information related to the community and the class competencies,
- Information relating to the transition needs of a student (agency contact, postsecondary training, etc.).

During the meeting, the VRE should obtain at least the following:

- Information on the assessment of interests and aptitudes,
- The strengths and limitations of the student, both academically and behaviorally,
- The learning style of the student,
- Information on successful compensatory techniques utilized in the past,
- Delineation of any special needs the student may have,
- Information concerning parental attitudes and potential parental support,
- Determination of a realistic job goal.

The *Missouri Vocational Planner's Guide* (1986) states that:

> Vocational Education will be a component of the individualized education program for handicapped students when appropriate and will be planned through a coordinated effort by appropriate representation of Vocational Education and Special Education (p. 3).

Sample vocational goals and objectives can be found in the Resources for Goal 2. These samples can be useful to VREs and special educators, but it must be remembered that IEPs are individualized, so different goals and objectives may be found in individual students' IEPs.

2.9 WHAT PROCEDURES DOES A VRE USE WHEN RECOMMENDING VOCATIONAL PROGRAM PLACEMENT?

A VRE must be familiar with the procedures used by both special education and the vocational school before designing procedures for recommending a vocational class placement for a handicapped student. The following are general considerations:

- Determine procedure for admission to the vocational school.
- Develop an understanding of the special education procedures for placement.
- Gather assessment data on interests, aptitudes and special needs of the student interested in vocational training.
- Talk to student, counselor, special education teacher and parents concerning their goals.
- Attend IEP meeting.
- Advocate for student placement if necessary.

2.10 HOW DOES THE CONCEPT OF THE LEAST RESTRICTIVE ENVIRONMENT (LRE) AFFECT PLACEMENT DECISIONS?

Public Law 94-142 requires that states receiving funds must assure that:

> to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

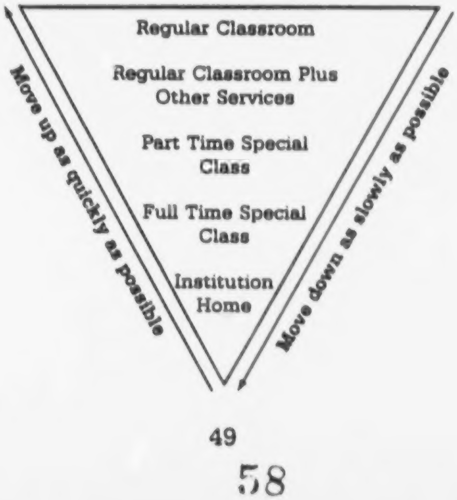
The *Missouri Vocational Planner's Guide* (1986) also mandates that vocational education assure LRE placement when it states:

> The provision of vocational programs and activities for handicapped individuals will be in the least restrictive environment in accordance with the Education of the Handicapped Act (P.L. 94-142). (This is not applicable for adults or individuals in postsecondary education.)

The idea of LRE has been in the schools since the passage of the Education for All Handicapped Children Act (P.L. 94-142) in 1975. It has recently been given emphasis again from the Office of Special Education and Rehabilitation Services (OSERS) with a thrust on serving students in the mainstream of both schools and the community (transition). LRE is an essential concept in placement of handicapped students. The IEP team must balance the benefits of a regular class placement and the needs of a student. Both laws uphold the concept of placing a student in a regular class setting whenever feasible. In fact, the Perkins Act monies will not pay the costs of separate vocational programs (programs for only handicapped or handicapped and disadvantaged students). These programs can be offered at a vocational school, but the Perkins Act will reimburse only 50% of the *excess costs* of the programs.

Special needs personnel must keep in mind that a separate program MAY BE the least restrictive environment for an individual. However, a student may benefit more from placement with nonhandicapped peers for social and personal skills. The IEP is the mechanism for designing both academic and behavioral goals for students in regular classes as well as in special settings.

The least restrictive environment has been graphically represented by several individuals (Deno, 1970, Reynolds, 1962) as an inverted pyramid. This figure is an adaptation of their conceptualization.


Regular Classroom
Regular Classroom Plus Other Services
Part Time Special Class
Full Time Special Class
Institution Home
Move up as quickly as possible
Move down as slowly as possible

2.11 HOW DOES A VRE ENSURE PROPER SUPPORT SERVICES ARE AVAILABLE?

Each VRE must become very familiar with the Carl Perkins Act and the *Missouri Vocational Planner's Guide* and know what services can be made available through the use of Perkins monies. Briefly, the following services are allowable for handicapped students:

- Notification and provision of information,
- Guidance counseling, assessment, career development and placement,
- Basic skills instruction,
- Interpreters,
- Special equipment or modifications,
- Vocational resource educator personnel,
- Supplemental professional staff,
- Vocational teacher aides,
- Readers and notetakers.

These services are usually 50% funded by the State Department of Elementary and Secondary Education, Vocational Special Needs and Guidance Services Section.

VREs should also become familiar with other agencies and services which can often help with the procurement of equipment or services. Examples of other agencies include:

- Division of Vocational Rehabilitation
- Private Industry Councils (PIC)
- Bureau for the Blind

VREs often must be creative and innovative in providing needed support services, including:

- Using volunteer tutors
- Finding free/low cost transportation services
- Locating services to tape textbooks
- Developing training for peer tutors or "buddy" systems
- Using other vocational program Advisory Committees to find sources for job placement for students

2.12 WHAT IS THE VRE'S ROLE IN NOTIFYING HANDICAPPED STUDENTS AND THEIR PARENTS ABOUT VOCATIONAL TRAINING OPTIONS?

In the area of notification, the *Missouri Vocational Planner's Guide* (1986) states:

> Information will be provided no later than the beginning of the ninth grade year to handicapped students and their parents concerning the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs (p. 3).

The VRE at the secondary level is often called upon to assist in the development and dissemination of information on vocational programs. In Missouri, this is usually done while students are in the 8th grade. In districts which develop four-year high school plans, vocational program information should be disseminated prior to the plan formulation. The information should also be available to junior high/middle school counselors and special education teachers.

In addition to what is included in the vocational program descriptions, the following items may also be considered:

- A description of why it is important to establish meaningful postschool goals,
- A description of the vocational assessment process that will be provided for special needs students before they enroll in vocational courses,
- What parents can do to facilitate the career development process,
- A listing of the basic skills/knowledges/competencies that are important for occupational success,
- Typical jobs a student might expect to obtain by completing all *or a portion* of each vocational education program,
- The kind of special help students can expect to receive from support service personnel.

Dissemination of this information can be accomplished in a variety of ways:

- Letters and brochures mailed to parents of 8th graders (Sample letters of notification can be found in the Resources for Goal 2),
- Flyers and leaflets,
- Career days for students and parents,
- Newsletters,
- Video presentations to school assemblies, PTA's, etc.,
- TV and radio spots,
- Meetings with counselor, parent and student (IEP),
- Open house/tours of vocational facilities,
- Slide tape presentations,
- Newspaper releases,
- Mall displays,
- Student handbooks,
- Telephone calls to parents,
- Home visits.

(Sarkees, AVA presentation, Dallas, Dec. 1986)

RESOURCES FOR GOAL 2

1. List of Schools With Formal Vocational Assessment Laboratories
2. Vocational Assessment: Plan of Action
3. Assessment Summary Forms
4. A Checklist of Vocational Evaluation Information
5. Samples of Informal Assessment Instruments
6. *ACCESS SKILLS Inventory* for Child Care Worker
7. Sample Vocational Goals and Objectives
8. Sample Notification Letters

1986-87 VOCATIONAL EVALUATION ROSTER

Cass County Area School
1600 East Elm
Harrisonville, MO 64701

Camdenton Area School
Camdenton, MO 65020

Central Missouri Assessment Center
Lincoln University
202 Elliff Hall
Jefferson City, MO 65101

Columbia Area Career Center
4203 South Providence Road
Columbia, MO 65203

Ferguson-Florissant School District
655 January Avenue
Ferguson, MO 63135

Graff Vocational School
815 North Sherman
Springfield, MO 65802

Hannibal Area School
4500 McMasters Avenue
Hannibal, MO 63401

Hillyard Technical School
36th and Faraon Streets
St. Joseph, MO 64506

Kansas City Public Schools
1211 McGee Street
Kansas City, MO 64106

Kirksville Area School
1103 South Cottage Grove
Kirksville, MO 63501

Marshall Area School
900 West Vest
Marshall, MO 65340

Normandy School District
7837 Natural Bridge Road
St. Louis, MO 63121

O'Fallon Technical School
St. Louis City Public Schools
5101 McRee Avenue
St. Louis, MO 63110

Pike-Lincoln Area School
Box 38
Eolia, MO 63344

Special School District of
St. Louis County
12110 Clayton Road
Town & Country, MO 63131

University City Senior High School
7401 Balson Avenue
University City, MO 63124

Waynesville Area School
Waynesville, MO 65583

POSTSECONDARY

Longview Community College
500 Longview Road
Lee's Summit, MO 64063

Mineral Area College
Flat River, MO 63601

Moberly Junior College
College and Rollins Streets
Moberly, MO 65270

Penn Valley Community College
3201 Southwest Trafficway
Kansas City, MO 64111

Pioneer Community College
560 Westport Road
Kansas City, MO 64111

St. Louis Community College
at Florissant Valley
3400 Pershall Road
Ferguson, MO 63135

St. Louis Community College
at Forest Park
5600 Oakland Avenue
St. Louis, MO 63110

St. Louis Community College
at Meramec
11333 Big Bend Boulevard
St. Louis, MO 63122

PLAN OF ACTION

Vocational Assessment - Junior High

ACTION PLANNED	PERSON RESPONSIBLE	TIMELINE	RESULTS
Exploration of careers, interests, and abilities.	Junior High Teachers Counselor Special Needs Teachers	Ongoing activity throughout 7th & 8th grades	Student begins to clarify personal interests and abilities.
Development of work behaviors.	Special Needs Teachers Counselors Parents	Ongoing activity throughout 7th & 8th grades	Student works on behavioral goals.
Evaluation and development of ACCESS Skills.	Special Needs Teachers Parents	Ongoing activity throughout 7th & 8th grades	Student applies basic skills to vocational situations. Increases motivation in many cases.
Awareness of vocational training opportunities through tours, class presentations, etc.	Counselor Special Needs Teacher VRE	Ongoing activity throughout 7th & 8th grades	Student and parents are informed of local training opportunities.
Planning for High School Curriculum.	Counselors (Jr. & Sr. High) Parents Administrators	Spring before enrollment in High School	Information on student's interests, abilities, and special needs are reviewed to provide a total picture of the student's interests, abilities, and special learning needs.

FORMAT TAKEN FROM: Guide for Occupational Exploration, (2nd ed.).

PLAN OF ACTION

Vocational Assessment - 9th and 10th Grades

ACTION PLANNED	PERSON RESPONSIBLE	TIMELINE	RESULTS
Continued exploration of careers, interests, abilities; continued development of work behaviors and ACCESS Skills.	High School Teachers Special Needs Teachers	Ongoing throughout 9th grade	Student builds on career development activities initiated on junior high level.
Completion of Vocational Assessment Summary Form. (Referral for formal evaluation if informal assessment in inconclusive.)	Special Needs Teacher Counselor VRE Parents	10th grade Completed by end of first semester.	Information on the student's interests, abilities, and special needs are pulled together to provide a total picture.
Student interviews with VRE.	Special Needs Teacher VRE	10th grade February	VRE visits with student interested in vocational training to establish contact, begin building rapport, and answer questions. Visits to specific programs arranged, if desired.
Team meetings at sending schools concerning appropriate vocational placement.	Teachers Special Needs Teacher Counselor Administrators VRE	March	Assessment information is reviewed and summarized. Recommendations are generated and are included in the scheduling/IEP processes.
Spring IEP meetings.	Parents IEP team VRE	April (or whenever scheduled)	VRE meets parents, discusses programs, course requirements, expectations, etc.

PLAN OF ACTION

Vocational Assessment - During Vocational Training

ACTION PLANNED	PERSON RESPONSIBLE	TIMELINE	RESULTS
Vocational component of IEP written and special services provided to meet identified needs in mainstreamed vocational classes.	VRE Vocational Teachers Special Needs Teachers	Ongoing throughout training program	Student masters training skills stated in mainstreamed vocational courses with resource assistance from sending school and other adaptations as needed.
Guidance, counseling, and career development activities are conducted.	VRE Vocational Teachers High School JTPA Employment Security	Ongoing throughout training program	Student discusses interests and sets goals for present and future employment and/or training.
Appropriate work behaviors and attitudes are emphasized.	Vocational Teachers VRE Special Needs Teacher High School Teachers Parents	Ongoing throughout training	Progress reports/counseling sessions provide feedback to student on worker strengths and weaknesses.
Transition from school to work is planned.	Vocational Teachers VRE Special Needs Teacher Parents Counselor Community Agencies	Last year of training	Job-seeking skills developed. Goals clarified. Placement services provided for entry into job market and/or guidance provided to facilitate further training or linkage with community agencies.
Periodic follow-up surveys are conducted.	VRE Placement Personnel High School Counselor Vocational Teachers	Ongoing after graduation	Support available, as needed.

A Checklist Of Vocational Evaluation Information

Cognitive Skills	- basic reading and math concept formation cognitive style problem-solving abilities
Manual Skills	- manual dexterity eye-hand coordination fine motor skills mobility
Interpersonal Skills	- work attitudes ability to cooperate, work with others self-confidence, self-concept relating to others, communicating
Perceptual Skills	- spatial discrimination size discrimination
Work Aptitudes	- remembers instructions, procedures capable of planning, organizing improves with practice
Work Behaviors	- motivation concentration persistence
Interests	- personal goals and interests hobbies, leisure time activities academic - favorite and least favorite subjects
Previous Experiences	- work, volunteer in school work related information, exposure, skill, knowledge
Job Exploration Results	- preferences aptitudes strengths weaknesses
Social Adjustment	- home/family relationship with peers, teachers

Taken from: Closer Look: A Project of the Parents' Campaign for Handicapped Children and Youth

INFORMAL ASSESSMENT

INTERESTING OR DULL

An interesting job leads to job satisfaction. However, we all have different ideas of what is interesting and what is dull. For each set of jobs, print "I" in front of one job you would find interesting. Print "D" in front of one job you would find dull.

1. ____ artist
   ____ architect
   ____ astronaut

2. ____ bellhop
   ____ butcher
   ____ builder

3. ____ cabdriver
   ____ carpenter
   ____ clerk

4. ____ detective
   ____ drycleaner
   ____ dentist

5. ____ engineer
   ____ entertainer
   ____ electrician

6. ____ fireman
   ____ file clerk
   ____ farm hand

7. ____ gold miner
   ____ gas station attendant
   ____ gardener

8. ____ hair dresser
   ____ helicopter pilot
   ____ host or hostess

9. ____ insurance salesperson
   ____ inventor
   ____ inspector

10. ____ judge
    ____ jeweler
    ____ jockey

11. ____ kindergarten teacher
    ____ laundry worker
    ____ landscaper

12. ____ mechanic
    ____ machinist
    ____ meteorologist

13. ____ night watchman
    ____ orthodontist
    ____ orderly

14. ____ policeman
    ____ printer
    ____ painter

15. ____ race car driver
    ____ restaurant owner
    ____ radiologist

16. ____ sailor
    ____ singer
    ____ salesperson

17. ____ truckdriver
    ____ telephone operator
    ____ tailor

18. ____ undertaker
    ____ veterinarian
    ____ writer

19. ____ valet
    ____ x-ray technician
    ____ zoo keeper

Now take a piece of paper. On one half write "Interesting." On the other half write "Dull." List your choices under the right columns.

INFORMAL ASSESSMENT

Pre ____

Post ____

Project PACE Student Attitude/Value Inventory

NAME: ______________________________ DATE: __________ GRADE: ______

Circle the response following each statement that best represents your feelings about the statement.

SA = Strongly Agree   A = Agree   D = Disagree   SD = Strongly Disagree

1. Some day I will be working on a full-time job. SA A D SD
2. Working is better than sitting around doing nothing after a week or two. SA A D SD
3. Money is all I will work for. SA A D SD
4. The kind of job a person holds has a lot to do with how important he is as a person. SA A D SD
5. It is as important in life to play and rest as it is to work. SA A D SD
6. Collecting money in your neighborhood for the March of Dimes is a kind of work. SA A D SD
7. People should be paid the same thing, no matter what kind of work it is. SA A D SD
8. When I get older I will probably find a job I am interested in. SA A D SD
9. A housewife or homemaker is not a worker because she does not get paid. SA A D SD
10. Work is one of the three most important things in your life. SA A D SD
11. There has to be someone who will work at jobs no one wants. SA A D SD
12. Building a bird feeder for your younger brother or sister is working. SA A D SD
13. Doctors and lawyers should make more money because they are helping people. SA A D SD
14. Handicapped people should not be expected to work, even if there are things they can do. SA A D SD
15. Doing your homework for school is not work. SA A D SD
16. Some people work for money, some work for personal satisfaction. SA A D SD
17. Only lucky people get paid for doing something they enjoy doing. SA A D SD
18. Goofing off in school and goofing off on a job are two different things. SA A D SD
19. Getting a job done and over with is more important than how well it is done. SA A D SD
20. It's OK to take things home from work that belong to the company because they can afford it. SA A D SD
21. If you want a day off from work, the best way is to call in sick. SA A D SD
22. A person who plans a part of life to enjoy himself is lazy. SA A D SD
23. If a person doesn't like the kind of work he is doing, he should look for another job. SA A D SD
24. A person should look for jobs that match his interests. SA A D SD
25. A person should have a job plan for his life. SA A D SD
26. Money may not be the most important reason for taking a job. SA A D SD
27. One person not doing his job in a factory, won't make any difference. SA A D SD
28. Bosses care whether you get your work done. SA A D SD

SOURCE: Career Objective and Activity Handbook, Career Assessment and Placement Center, 9401 S. Painter Ave., Whittier, CA 90605.

INFORMAL ASSESSMENT

SITUATIONAL ASSESSMENT CHECKLIST

Student: ______________________________ Date: ____________________
Observer(s): ____
____
Job Task: ____

Observation	Rating		
	Excellent	Satisfactory	Needs Improvement
1. Work habits			
2. Punctuality			
3. Manipulation, coordination, dexterity			
4. Personal grooming/hygiene			
5. Ability to work unsupervised			
6. Ability to work under pressure			
7. Eye-hand coordination			
8. Speed, accuracy and precision			
9. Strength			
10. Consistency in performing task(s)			
11. Work tolerance/endurance			
12. Understanding and following safety rules			
13. Fine motor skills			
14. Gross motor skills			
15. Ability to work with others			
16. Concentration			
17. Reaction to job/task changes			
18. Adjustment of repetitive tasks			
19. Ability to follow directions			
20. Quantity of work performance			
21. Quality of work performance			
22. Work attitude			
23. Initiative			
24. Motivation			
25. Accepts constructive criticism			
26. Accepts constructive authority			
27. Concentration			
28. Communication skills (speech)			
29. Completes assigned tasks			
30. Follows directions			
31. Remembers verbal directions			
32. Assumes responsibility			
33. Attention span			
34. Care of equipment and materials			
35. Frustration tolerance			
36. Perseverance			
37. Thoroughness			

Comments:

Recommendations:

SOURCE: Sarkees, M. & Scott, J. (1986). Vocational Special Needs, American Technical Publishers, Inc.

INFORMAL ASSESSMENT

CRITERIA FOR STUDENT EMPLOYMENT

	YES	NO	NEEDS IMP.	STEP I: Teachers personal assessment of students' overall classroom behavior based on:
1.	___	___	___	Was student on time to class regularly?
2.	___	___	___	Did he or she do assignments independently?
3.	___	___	___	Was prompting needed occasionally to insure that the job was completed?
4.	___	___	___	Did student attend class regularly?
5.	___	___	___	Was the student able to learn a task quickly?
6.	___	___	___	Were instructions needed more than one time before he or she could start the task?
7.	___	___	___	Was the student able to retain material learned over the course of the semester?
8.	___	___	___	Was it necessary to review previous instruction daily?
9.	___	___	___	Does the student understand verbal instruction?
10.	___	___	___	Does the student understand written instruction?
11.	___	___	___	Did the student seek help when he/she needed it?
12.	___	___	___	Did the student wait until asked if help was needed?
13.	___	___	___	Was the student able to keep up with the tasks or assignments given daily?
14.	___	___	___	Could he/she maintain the level of production needed for a job in this field?
15.	___	___	___	Was the student able to get along with other students in the class?
16.	___	___	___	Does the student respond well to criticism?
17.	___	___	___	Did the student respect me as his/her "supervisor" in the class?
18.	___	___	___	Was the student clean and neatly dressed when arriving at class?
19.	___	___	___	Was the student able to learn technical vocabulary necessary for employment?
20.	___	___	___	Is the student able to write clearly?
21.	___	___	___	Can the student sign own name?
22.	___	___	___	Does the student have transportation to and from work?

CONFIDENTIAL
INFORMATION

Informal Vocational Assessment Summary

Student's Name ____________ Age ____ Sex ____ DOB ____ Home School ____________ Grade ____
Parent's Name ____________ Address ____________ Phone ____________

I. GOALS
- A. Vo-tech training interests
  - 1st choice ____________
  - 2nd choice ____________
- B. Goals/interests for after high school graduation.
  - 1. ____________
  - 2. ____________
  - 3. ____________
- C. Parents comments ____________
- D. ATTACH COPIES OF STUDENT'S 4-YEAR PLAN AND TRANSCRIPTS.

II. BACKGROUND/READINESS
- A. Prior training/experience
  - 1. Work experience
    - a. Paid ____________
    - b. Volunteer ____________
    - c. Other (school jobs, etc.) ____________
- B. Coursework
  - 1. Practical arts classes and grades.
- C. ACCESS SKILLS (E.L.S.) (attach checklist)
  - ____ Adequate ____ Lacking in some areas
- D. Physical characteristics
  - 1. Height ____ 2. Weight ____
  - 3. Vision ____ Glasses ____ Contacts ____
  - 4. Hearing ____
  - 5. Medications ____________
  - 6. Physical limitations ____________

E. Attendance
- 1. Number of days missed: This year ____ Last year ____
- 2. Suspensions/detentions: This year ____ Last year ____
- 3. Excessive tardies ____________
  - Reasons ____________

F. Grooming/behavior skills

E = Excellent A = Adequate NI = Needs Improvement	E	A	NI
Wears appropriate clothes			
Clothes neat and clean			
Hair neat and clean			
Takes daily shower/bath			
Brushes teeth daily			
Keeps hands clean			
Uses make-up appropriately			
Peer interactions			
Interactions w/authority			
Reaction to criticism			
Attention to task			
Ability to follow oral directions			
Ability to follow written directions			
Quality of work			
Quantity of work			
Initiative			
Works safely at all times			
Turns in assignments			
Attitude towards school			
Fine motor skills			
Gross motor skills			

Informal Vocational Assessment Summary

Page 2

III. RECENT TEST DATA

A. Intelligence

WISC-R

Date ____________ Other ____________

Verbal

Performance

Full Scale

PLEASE ATTACH THE SUBSCORE TESTS OR DIAGNOSTIC SUMMARY

B. Achievement

Test ____________ Date ____________

Reading ____________

Math ____________

Written Language ____________

Spelling ____________

C. Aptitude (Aptitude tests, observations)

ASVAB Date ____________ GATB Date ____________

OTHER Date ____________

Strengths	Weaknesses
____________	____________
____________	____________
____________	____________
____________	____________

D. Interest Inventory

Inventory Used ____________

Areas of Interest ____________

E. Preferred Learning Style

____ Visual Language

____ Auditory Language

____ Social Individual

____ Expressiveness Oral

____ Kinesthetic

____ Visual Numerical

____ Auditory Numerical

____ Social Group

____ Expressiveness Written

IV. RESOURCE INFORMATION

A. Special Services Teacher ____________

B. Counselor ____________

C. Date of last IEP/IVP review ____________

D. ATTACH COPY OF IEP/IVP

V. SPECIAL LEARNING NEEDS

A. Diagnostic category

____

B. Areas of strength

1. ____________
2. ____________
3. ____________

C. Areas of weakness

1. ____________
2. ____________
3. ____________

D. SPECIAL CONSIDERATIONS NEEDED (Please check)

____ Notification of special teacher or counselor concerning

  ____ reading assignments

  ____ written assignments

  ____ math assignments

  ____ tests

____ Supplemental study guides or hand outs

____ Assistance with note-taking

____ Needs to use calculator

____ Sit near front of room

____ Tests read to student

____ Additional time needed to complete tests

____ Adjusted course curriculum

____ Pass/Fail grading

____ Use of behavior contracts

____ Career counseling

____ Monthly progress reports

____ VRE monitoring/counseling

____ Parent contact

____ OTHER (health related, assistive devices, etc.

____ ____________

____ ____________

ACCESS SKILL INVENTORY

Child Care Worker

Sample
Occupational Areas:
Attendant, Children's Institution
Child Care Attendant, School
Child Day Care Center Worker
Teacher Aid I

Math Skills

Count two-place numbers
Add two-place numbers
Subtract two-place numbers
Perform standard units of measurement, i.e., cup, pint, quart, inch, foot, yard, ounce, pound
Use basic measuring instruments, i.e., rulers, scales
Multiply two-place numbers
Divide two-place numbers
Add common fractions
Subtract common fractions
Multiply common fractions
Divide common fractions
Add two-place decimals
Subtract two-place decimals
Multiply two-place decimals
Divide two-place decimals

Physical Demands/Working Environment

Lift 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 25 lbs. (Medium work)
Bend body downward and forward by bending the spine at the waist (stooping)
Bend legs at the knees to come to rest on the knee or knees (kneeling)
Bend body downward and forward by bending the legs and spine (crouching)
Move about on the hands and knees or hands and feet (crawling)
Extend the hands and arms in any direction (reaching)
Seize, hold, grasp, turn or otherwise work with the hand or hands (handling)
Pick, pinch, or otherwise work with the fingers (fingering)
Perceive size, shape, temperature or texture of objects and materials by using fingertips (feeling)
Ability to work inside

Ability to work in extreme noise, constant or intermittent, causing marked distraction or possibly injury to hearing
Ability to work in extreme vibration, i.e., strain on body or extremities from repeated motion or shock

Aptitudes - indicates an ability to:

think visually of geometric forms (S-spatial)
comprehend the two dimensional representation of three-dimensional objects (S-spatial)
recognize the relationship resulting from the movements of objects in space (S-spatial)
move the fingers and manipulate small objects with the fingers, rapidly or accurately (F-finger dexterity)
move the hands easily and skillfully (M-manual dexterity)
work with the hands in placing and turning motions (M-manual dexterity)

Temperament - indicates an ability to:

dealing with people beyond giving and receiving instructions
performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure

Vocational

Demonstrate knowledge of basic safety concepts

SAMPLE GOALS AND OBJECTIVES

FOR THOSE STUDENTS NOT IN TRAINING PROGRAMS,
THE FOLLOWING SAMPLES MAY BE APPROPRIATE.

Goal: Recognize authority and follow instructions.

Objective 1: The student will be able to follow five step verbal instructions.

Objective 2: The student will be able to identify six common authority roles in work settings.

Objective 3: The student will be able to state four reasons for following rules at work.

Goal: Demonstrate knowledge of occupations.

Objective 1: The student will indicate three sources of help which can be used to obtain a job.

Objective 2: The student will apply for a job in the community.

Objective 3: The student will be able to state three reasons why some jobs pay better than others.

Goal: Prepare for college.

Objective 1: The student will identify three different sources for obtaining information about colleges.

Objective 2: The student will review the necessary skills and prepare for taking the ACT.

Objective 3: The student will complete information survey forms developed by the teacher on three colleges.

FOR STUDENTS ENTERING VOCATIONAL TRAINING PROGRAMS, HELP WITH DEVELOPING APPROPRIATE VOCATIONAL GOALS FOR THE IEP SHOULD BE GIVEN BY THE VOCATIONAL INSTRUCTOR OR THE VOCATIONAL SCHOOL REPRESENTATIVE (A VOCATIONAL COUNSELOR OR VOCATIONAL RESOURCE EDUCATOR, VRE). FOR A STUDENT WHO IS ABLE TO COMPLETE THE COURSE WITH MINIMAL HELP, THE FOLLOWING SAMPLE OF A VOCATIONAL GOAL AND OBJECTIVES MIGHT BE WRITTEN.

Goal: To complete the first year of the Building Trades class.

Objective 1: The student will pass all of the competencies to the satisfaction of the vocational instructor (or other criterion).

Objective 2: The student will meet once a week with the VRE to review assignments and progress.

Objective 3: The student will receive monthly progress reports from the vocational instructor or VRE and progress will be monitored by ________________ (VRE, Sp. Ed. Teacher, other).

FOR THOSE STUDENTS WHO WILL NEED EXTENSIVE CURRICULUM MODIFICATION, BEHAVIOR CONTRACTS, OR WHO ARE EXPECTED TO ACHIEVE FEWER THAN THE STANDARD COMPETENCIES IN A YEAR, THE VOCATIONAL GOALS AND OBJECTIVES IN THE IEP SHOULD BE MORE FULLY DEVELOPED. FOR EXAMPLE:

Goal: By the end of the year in the Building Trades class the student will be able to demonstrate competence in several areas involved in building and installing forms.

Objective 1: The student will be able to construct footing forms.

Objective 2: The student will be able to erect plywood panel wall forms.

Objective 3: The student will be able to erect manufactured wall forms.

Objective 4: The student will be able to waterproof a foundation.

Objective 5: The student will take oral tests administered by the VRE.

Objective 6: The student will receive monthly progress reports given by the vocational instructor and the VRE. Parents, special education teacher and counselor will also receive copies.

The more modifications are needed, the more important is the clarification of goals and objectives in the IEP. The IEP team needs to work together very closely in order to ensure that the student receives the best benefits possible from the training program. Planning and monitoring the program and student progress must be a cooperative effort between the vocational school and the sending school.

On all of the objectives, the timelines, procedures and criteria for mastery should be set by the IEP team and be consistent with the student's needs and abilities.

SAMPLE LETTER TO PARENTS

Dear Parent:

For the past ten years, the _________ Area Vocational-Technical School has been providing hands-on training for students living in ______________ and _____________ counties. Through this training, young people whose interests and abilities lie in the Trade and Technical fields develop the skills they need to get jobs or to go on for further technical training. Everyday we see students experiencing success as the "Learn by Doing" under the guidance of our highly qualified instructors.

As a parent, you know where your child's interests and abilities lie. We also want you to know what educational opportunities are available to develop these interests and abilities, so we are attaching a copy of our brochure which describes our courses and the eligibility requirements for each.

If your child needs additional help in school (special support services), he/she will have access to help at the vocational school. A member of our staff will work very closely with our vocational teachers and the special teachers at your child's high school to provide extra study help, as needed.

We ask that you look through the brochure with your child and discuss things of interests and a four-year high school plan. The prerequisite skills required are outlined in the handbook. Please feel free to contact us for additional information the Vocational School by calling __________.

Vocational Education builds on individual strengths to provide students with the skills they need to start on a successful and rewarding career path. We look forward to helping all young people whose goals match our training programs!

Sincerely,

Director

Enclosure

SAMPLE LETTER TO PARENTS

Dear Parent:

For the past ten years, the _____________ Area Vocational Technical School has been providing hands-on training for students living in ___________ and ___________ Counties. Through this training, young people whose interests and abilities lie in the Trade and Technical fields develop the skills they need to get a job or to go on for further technical training. Everyday we see students experiencing success as the "Learn by Doing" under the guidance of our highly qualified instructors.

As a parent, you know where your child's interests and abilities lie. We also want you to know what educational opportunities are available to develop these interests and abilities, so we are attaching a copy of our handbook which describes our courses and what eligibility requirements there are for each.

Since your child needs additional help in school through a special program, he/she will also have access to help at the vocational school. A member of our staff, the Vocational Resource Educator, will work very closely with our teachers and the special teachers at your child's high school to provide extra study help, as needed. We also have materials available which spell out what entry skills a student needs to have before they come to each of our programs. Many of these things involve practical, everyday skills which can be practiced at home as well as at school.

We ask that you look through the handbook with your child and discuss their interests and a four-year high school plan. Then if he or she is interested in one of the programs we offer, contact your child's special services teacher for a copy of the entry skills needed for that program. Each school district has a copy of these entry skills. However, this copy may be shared by more than one teacher, so if there are any questions or additional information is needed, you or your child's teacher should feel free to contact us at the Vocational School by calling __________.

Vocational Education builds on an individual's strengths to provide them with the skills they need to start on a successful and rewarding career path. We look forward to helping all young people whose goals match our training programs!

Sincerely,

Director

Enclosure

SAMPLE LETTER TO PARENTS

Dear Parent/Guardian:

The _____________ Area Vocational Technical School would like to take this opportunity to inform you and your 8th grader of the vocational education opportunities available within _______ Public Schools. With the coming of the 19__-__ school year, your child will be entering an exciting new experience as a high school student. These four years are vital in preparing your son/daughter to meet future goals.

Your child will soon be enrolling in classes for the upcoming school year and will be developing a four year plan. This plan outlines the courses your child would like to take in high school in order to prepare for his/her chosen career. In view of the graduation requirements, it is very important to work closely with your child to develop this plan. To assist you in the development of the plan, we have enclosed a listing of the vocational opportunities available. Vocational education is designed for all individuals who plan to enter the work force, whether they further their education or begin full time employment upon graduation.

The staff of the _____________ Area Vocational Technical School would like to wish your child success during high school. If you would like additional information concerning the programs offered at the Vocational Technical School, please feel free to call, ____- _________.

Sincerely,

Director

Enclosure

SAMPLE LETTER TO PARENTS

Dear Parents:

Enclosed is some very important information for your child who is in special education in our district. The information is regarding federal legislation, P.L. 98-524, the Carl D. Perkins Act. It may have implications on your child's future. The law was passed in October, 1984 and went into effect July 1, 1985.

Briefly, the implications of the law for handicapped students are these:

1) "Provide information to handicapped . . . students and their parents concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs, at least one year before the students enter the grade level in which vocational education programs are first generally available in the state, but in no case later than the beginning of the ninth grade" (Federal Register, January 25, 1985).
2) Assess the interests, abilities and special needs of each handicapped student that enrolls in a vocational education program.
3) Provide guidance counseling and career development activities by trained counselors.
4) Provide counseling services to facilitate the transition from school to post-school employment and career opportunities.

We have enclosed a brochure from the area vocational technical school which tells about vocational program offerings near you. We also have the following vocational programs available within our own comprehensive high school. However, a word of caution, not all handicapped students will be eligible for entrance into vocational classes and there are only a certain number of openings available to our school district. We do want to encourage you however, to ask questions, be informed and discuss this as an option for your child during the next IEP meeting you attend.

Meanwhile, if you have any further questions or concerns, please do not hesitate to call.

Sincerely,

Enclosure

GOAL 2: ADDITIONAL RESOURCES AND REFERENCES

The primary resources for Goal 2 are:

ACCESS SKILLS: Employability/Study Skills Assessment and Curriculum Guide, Flanagan, M. & Johnson, J., 1987.

ACCESS SKILLS: Vocational Readiness Skills for Agriculture, (Ready Fall, 1988).

ACCESS SKILLS: Vocational Readiness Skills for Business and Office, (Ready Fall, 1988).

ACCESS SKILLS: Vocational Readiness Skills for Marketing and Cooperative Education, (Ready Fall, 1988).

ACCESS SKILLS: Vocational Readiness Skills for Health Occupations, (Ready Fall, 1988).

ACCESS SKILLS: Vocational Readiness Skills for Occupational Home Economics, (Ready Fall, 1988).

ACCESS SKILLS: Vocational Readiness Skills for Trade and Technical, (Ready Fall, 1988).

ACCESS SKILLS: Vocational Readiness Skills Inventory for Special Needs Students, Maxam, S. & Boyer-Stephens, A., 1987.

Assessment: A Key to Appropriate Program Placement, Maxam, S. Boyer-Stephens, A. & Alff, M., 1986.

Career Assessment Instrument Resource Guide, Flanagan, M., Boyer-Stephens, A., Maxam, S., Hughey, J. & Alff, M., 1987.

SOURCE FOR ABOVE: Instructional Materials Laboratory
10 Industrial Education
University of Missouri
Columbia, MO 65211

Learning Styles Newsletter

SOURCE: Learning Styles Network
St. John's University
Utopia & Grand Central Parkway
Jamaica, NY 11439

Vocational Special Needs, Sarkees, M. & Scott, J., 1985.

SOURCE: American Technical Publishers, Inc.
12235 South Laramie Avenue
Alsip, IL 60658

Other resources and references for this section include:

Cobb, R. B. & Larkin, D. (1985). Assessment and placement of handicapped pupils into secondary vocational education programs. *Focus On Exceptional Children, 17*(7), 1-14.

Crewe, N. M. & Athelstan, G. T. (1984). *Functional assessment inventory manual*. Menomonie, WI: Stout Vocational Rehabilitation Institute.

Division of Vocational and Adult Education. (1986). *Missouri vocational planner's guide*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Franchak, S. (1981). *Using evaluation results: Guidelines and practices for using vocational evaluation effectively*. Columbus, OH: National Center for Research in Vocational Education.

Getzek, E. E. & Tindall, L. W. (1983). *Strategies for developing a coordinated vocational assessment process for youth*. Madison, WI: The Vocational Studies Center.

Individual education plans: The state of the art in Missouri (Final report). (1980). St. Louis, MO: Washington University.

Knaak, W. C. (1983). *Learning styles: Applications in voc ed*. Columbus, OH: The National Center for Research in Vocational Education.

Lehmann, J. P. & McAlonan, S. J. (1985). *Vocational assessment handbook*. Denver, CO: State Board for Community Colleges and Occupational Education.

Peterson, M. (1985). *Vocational assessment of special students: A guide*. Starkville, MS: VOC-AIM.

Sarkees, M. (1986, December). *Communicating vocational education options to disadvantaged students and their parents*. Paper presented at the Special Needs Division Section of the American Vocational Association, Dallas, Texas.

Staff. (1986, December). The least restrictive environment: Knowing one when you see it. *News Digest*, No. 5 (pp. 1-8).

VEEAP procedures and training handbook. (1983). Harrisburg, PA: Pennsylvania Department of Public Welfare and Department of Education.

Vocational assessment of students with special needs: An implementation manual. (1982). Austin, TX: Occupational Curriculum Laboratory.

Vocational assessment: Planning, implementing, evaluating vocational special needs. (1984). Carson City, ND: State Board for Vocational Education.

GOAL 3: FACILITATE THE MAINSTREAMING PROCESS

OVERVIEW

A major role for the Vocational Resource Educator is to facilitate the mainstreaming process of handicapped students in vocational programs. The primary responsibilities for the VRE include:

- Assisting in vocational assessment,
- Communicating vocational program information to students and parents,
- Assisting in appropriate educational placement,
- Providing resource assistance to vocational instructors: including resource materials, equipment modifications, curriculum modifications, and to act as a liaison with sending schools,
- Assisting in the placement process of students into gainful employment or postsecondary education after training.

For the secondary VRE, primary responsibilities include:

- Participating in the development of the IEP, specifically the vocational component,
- Implementing the IEP within the parameters of the vocational program,
- Assisting in the evaluation of the IEP goals and objectives.

For the postsecondary VRE, primary responsibilities include:

- Helping to assure smooth articulation into postsecondary training for students with handicapping conditions,
- Planning with the student the appropriate vocational program which may include identifying and coordinating services with state and federal agencies, such as Vocational Rehabilitation, Bureau for the Blind, Job Training and Partnership Act (JTPA), Veterans, etc. (if appropriate),
- Implementing the vocational program individually designed for the student and with resources from appropriate agencies if applicable,
- Evaluating the effectiveness of the student's vocational plan and advising the agencies involved, if appropriate.

3.1 WHAT IS AN IEP AND WHY IS IT NECESSARY?

P.L. 94-142, the Education of All Handicapped Children Act, places responsibility for identifying and educating handicapped students, ages 5-21, with all educators, not just special educators. This legislation specifies the development of an Individualized Educational Plan (IEP) for all handicapped students. The IEP benefits both students and educators by providing a comprehensive plan for the delivery of educational services, instruction, and responsibilities. The IEP is a plan that provides structure and guidance to the educational program, maximizing the potential for success of the handicapped student.

There is no State mandated format for an IEP, so there will likely be differences in the IEP forms from sending schools. In general, the IEP form must include the following information:

- *Present Level of Performance*. The participants in the IEP meeting first must state clearly their understanding of the child's present level of educational performance. This information is derived from formal and informal assessment processes. It summarizes both the strengths and weaknesses of the student.
- *Annual Goal(s)*. These should describe what the handicapped child can reasonably be expected to accomplish within one year. Goals should relate to the weaknesses identified in the present level of performance.
- *Short-term Objectives*. These must be measurable and provide intermediate steps between the child's present level of performance and the established goal.
- *Specific Support Services*. These services, such as occupational therapy, physical therapy or special transportation, are provided as necessary in order for the student to benefit from special education services.
- *Percent of Time in the Regular Classroom*. The extent to which the student will be able to participate in regular education programs should be described.
- *Dates for Initiation of IEP and Review of Services*. The IEP should indicate when services will begin and when it is anticipated they will end. The IEP must be implemented as soon as possible following the meeting during which the IEP is developed and reviewed at least once during each school year.
- *Specific Criteria for Evaluation of Student Progress*. Evaluation criteria specify the level of performance a student must demonstrate to indicate achievement of a particular objective. Evaluation procedures are the means which will be used to assess student performance. Evaluation schedules establish a time line which tells when achievement of specific objectives is expected.

The IEP is considered to be confidential and the goals and objectives must be evaluated at least annually (*Resource Guide*, 1981, pp. 19-20). School districts can share the IEP with vocational school representatives when this is part of educational planning. Missouri mandates that the IEP of a student enrolled in a vocational program must be easily accessible to vocational educators and support personnel working with the student. In addition, the Carl Perkins Act of 1984 mandates that vocational goals and objectives be included in the IEP of secondary students enrolled in vocational training.

3.2 WHAT IS THE SECONDARY VRE'S ROLE IN THE DEVELOPMENT OF THE IEP?

The VRE's role involves being a liaison between vocational and special education, an advocate for the student, a source of referral information and contacts, and a source of information about vocational training and placement options. The VRE's involvement in the development of the IEP should include being:

- Involved in vocational educational assessment, planning and placement,
- A participating member of the IEP team,
- A contributor to the development of the vocational component of the IEP,
- A contributor to the development of transitional goals and objectives,
- A monitor and evaluator of the vocational component of the IEP.

The VRE is not responsible for initiating the IEP process but should participate once the process has been initiated.

If a VRE has a number of sending schools, it may be difficult to attend all of the IEP meetings scheduled. Every effort should be made to participate in this planning process or to send a delegate. In the event that attendance is impossible, the VRE should help develop the vocational goals and objectives for the student so they can be presented and approved by the IEP team during the meeting. Since Special Education teachers are not often familiar with exit level competencies of vocational classes, it is the responsibility of VREs to present this information and help develop the vocational content of the IEP. The content of the vocational classes, teaching methods utilized, grading system, readability level of the textbooks, and amount of written work are all parts of the vocational class that a VRE should be able to speak about during an IEP meeting. The checklist in the Resources for Goal 3 outlines information about IEP planning with which VREs should become familiar.

3.3 HOW DOES THE IEP PROCESS WORK?

The IEP process, shown below, is clearly established and consists of nine steps requiring input from special and vocational educators.

Activities and Inputs for Special Education Personnel		**Activities and Inputs for Vocational Educators**
Review and analyze referral information Disseminate referral procedure	Referral of Students	Identify students encountering learning difficulties Refer student requiring special services to succeed
Disseminate information describing available special education and related services	Informal Data Collection	Provide requested information regarding vocational education program and/or referred learner
Obtain consent for evaluation of learner from parents Collect additional information Complete a comprehensive evaluation by psychologist and other special education personnel	Evaluation	
Determined by special education personnel	Eligible for Services	
Contact parents Arrange meeting Appoint LEA representatives	Sharing Assessment Information	Coordinate the determination of learner's vocational interest and aptitude Review assessment information on the basic skills (e.g., reading)
Conduct meeting(s) Identify the least restrictive environment placement	Placement Decision	Assist in determining least restrictive environment
Develop annual educational goals and objectives	Developing and Writing the IEP	Identify goals and objectives for the vocational education program Select goals and objectives for the learner Design instructional plans and materials Specify support services and special materials needed Identify needed equipment and facility modifications
Provide specialized instructions Provide support and teacher consultation services	Implementing and Monitoring the IEP	Develop cooperative arrangements for implementing and evaluating the IEP Compile and report learner progress information
Manage the monitoring and evaluation of the IEP	IEP Evaluation	Assess learner attainment of goals and objectives Recommend changes in IEP Evaluate support services and assistance received

Adapted from: *Procedures for Identification, Evaluation and Placement of Exceptional Children.* Frankfort: Bureau of Education for Exceptional Children, Kentucky Department of Education, n.d. (Albright, 1978)

3.4 WHO IS ON THE IEP COMMITTEE?

Public Law 94-142 requires a multi-disciplinary team comprised of:

1. A representative of the student's local education agency (LEA);
2. Child's teacher(s);
3. Parent(s) or guardian(s);
4. Handicapped student, as appropriate;
5. Additional IEP team members, where appropriate, might be:
    - Physician,
    - Therapist,
    - Social Worker,
    - Psychologist,
    - Counselor,
    - Employer,
    - Administrator(s),
    - Vocational Resource Educator,
    - Regular Academic Teacher,
    - Vocational Instructor,
    - Vocational Evaluator,
    - Vocational Rehabilitation Counselor,
    - Agency Representative for Transitional Services.

3.5 WHAT KIND OF INFORMATION IS NECESSARY TO FORMULATE AN APPROPRIATE IEP?

Each member of the IEP team brings specific information and knowledge about the student to the meeting in order to formulate the IEP.

VRE

- Entry level skill information
- Exit level competencies
- Available support services
- Employment information
    - related jobs
    - career ladder opportunities
- Information regarding transition
    - community agencies
    - state agencies
    - postsecondary training

SPECIAL EDUCATOR

- Strengths and weaknesses of the student (academic and behavioral)
- Learning style of the student
- Successful compensatory techniques
- Delineation of special needs/ accommodations
- Informal assessment data on interests and aptitudes

COUNSELOR/EDUCATOR

- Knowledge of student's aptitudes and interests
- Background information contained in the permanent record
- Strengths and weaknesses of the student
- Information regarding transition resources

PARENTS

- Personal goals and aspirations for their child
- Knowledge of home-related behaviors and patterns
- Knowledge of their child's demonstrated interests and abilities

STUDENT

- Self-knowledge of personal interests, aptitudes and needs
- Personal goals
- Likes and dislikes
- Motivation

VOCATIONAL EVALUATOR

- Knowledge of the students strengths and weaknesses relative to vocational training and job placement
- Knowledge of tested interests and aptitudes
- Observations regarding motivation of the student
- Recommendations for improvement of skills and behaviors

3.6 WHAT INFORMATION IS NEEDED BY THE VRE TO ASSIST IN THE DEVELOPMENT OF THE VOCATIONAL COMPONENTS OF THE IEP?

To assist in developing the IEP, the VRE should obtain the following information:

- Vocational interests, aptitudes and experiences of the student,
- ACCESS SKILLS strengths and deficiencies,
- Academic strengths and weaknesses,
- Comments about the student's persistence, attitude and behavior,
- Description of the student's preferred learning style, speed of learning and accuracy,
- Physical capacities of the student (endurance, strength, coordination) and limitations,
- Successful compensatory techniques used in the past,
- Ideas for realistic job goals,
- Exit level competencies for the vocational program the student will enter,
- Potential job placement opportunities,
- Potential resources for transitional services,
- Identification of resources, constraints and environmental conditions that could affect training and needed modifications,
- Ideas of specific strategies and/or resources to ensure student success,
- Ideas for possible vocational goals and objectives.

The VRE will need procedures for the development of vocational goals and objectives, as each district may differ in its IEP process. The following is suggested as a general process for the development of vocational goals and objectives by special educators and VREs.

VOCATIONAL GOAL DEVELOPMENT

1. *ASSESSMENT OF STUDENT*
    Interests,
    Abilities,
    Special needs:
        learning styles
        oral testing
        textbook modification
        alternate writing assignments
        taped material (oral presentations)
        behavior modification needs

2. *DISCUSS TRAINING AND JOB POSSIBILITIES WITH VRE AT THE AREA VOCATIONAL SCHOOL.*
    Review competencies for appropriate vocational program.
    Review student strengths and weaknesses.
    Discuss long-range plans for job placement.

3. *DETERMINE REALISTIC VOCATIONAL OBJECTIVE*
    Does the job goal require training?
    Is the job available in the community or will student relocate?
    Are both student and parents in agreement concerning the vocational goal?

4. *WITH ASSISTANCE FROM VRE AND/OR VOCATIONAL INSTRUCTORS, DETERMINE MODIFICATIONS NEEDED IN THE VOCATIONAL TRAINING PROGRAM.*

No modifications = no inclusions into the IEP, no help given by VRE

Slight modifications = IEP goal(s) stating needed help (VRE monitoring, oral testing, etc.)

Moderate modifications = IEP goal(s) relating to changes in the number of competencies attempted, significant changes in grading, assignments or performance.

Extensive modifications = IEP goals relating to specific competencies for job placement indicating a limited vocational curriculum (skill training), and perhaps greatest emphasis put on work habits, limited time in program (one quarter, one semester, etc.).

5. *WRITING IEP GOALS AND OBJECTIVES*

Short range goals including vocational training competencies/modifications and job placement opportunities.

Long range goals including involvement of adult agencies and consideration of other transition needs

3.7 WHAT IS THE VOCATIONAL INSTRUCTIONAL MANAGEMENT SYSTEM (VIMS) AND HOW CAN IT AFFECT THE IEP PROCESS?

The Vocational Instructional Management System is being developed and implemented in almost every vocational school in the state of Missouri.

The characteristics of a vocational program which uses VIMS are as follows:

- Vocational objectives for preparing students for the world of work are clearly in line with the educational goals and objectives of the local district. These objectives are understood by the local staff, parents and students.
- Based upon an occupational analysis, a clear set of measurable performance objectives has been developed for each vocational program. Objectives are arranged sequentially, from the simplest to the most complex. These objectives are reviewed and understood by the local staff, parents and students.
- Evaluation criteria are an integral part of the total educational system. Frequent evaluation is made to determine differences in the amount of time needed by individual students for mastery of specific performance objectives.
- Equipment, supplies and instructional resources necessary for competency-based instruction are identified. Priorities are established according to need (as indicated by student performance objectives) and serve as a basis for budget planning and decision making.
- A system for recording each student's progress, by performance objectives, is used. A record indicating which performance objectives each student has mastered is available so that the instructor, student and parents know what has been mastered and what is still expected.
- Instructional methods and techniques reflect each program's goals. Performance objectives allow sufficient time for individual learning styles so that students may master competencies essential to the occupation.
- Teaching/learning activities related to performance objectives are periodically monitored by an appropriate administrator. Responsibility for supervision in the classroom and assisting the instructor in directing learning activities toward performance objectives is clearly understood. The administrator knows exactly what the student performance objectives are in order to facilitate the instructional management process (*Introduction to VIMS*, 1986, p.4).

In general, the use of VIMS allows instructors, students and special needs personnel to designate the competencies students should be able to master. VIMS designates duty bands (similar to units of study) and tasks to be mastered under each duty band. The IEP team then has information on which to base the writing of IEP goals and objectives. Some students will be able to master all of the competencies stated, but others may master only certain tasks under certain duty bands in order to gain skills necessary for a job in the community. Caution should be taken when the IEP team designates only certain competencies to be mastered; serious consideration should be given to the availability of jobs in the community for which the student will be trained. That is, when extensively modifying the curriculum for a student, make sure jobs are available in the skill areas of the student's training.

Sample competency profiles are given in the Resources for Goal 3. These profiles can be extremely helpful in monitoring student progress in the vocational class, and for writing specific vocational goals and objectives on an IEP. The Instructional Materials Laboratory also has competency profiles for vocational program areas.

3.8 WHAT IS THE VRE'S ROLE IN IMPLEMENTING THE IEP?

The content of the IEP determines many of the implementation activities a VRE designs. Vocational educators may need assistance in developing instructional plans to modify vocational coursework in order to carry out the stated goals and objectives of the IEP. The VRE may assist or identify available resources. If support services have been indicated in the IEP, the VRE contacts and coordinates or develops those services, i.e., audio-visual, large print, adaptive equipment, low reading level materials.

When academic or special education instruction is coordinated with vocational instruction, the VRE acts as the liaison, maintaining ongoing contact between the instructional activities occurring in both classrooms. Overall, the VRE serves as a vital link, working with special education and vocational personnel in the implementation of the IEP. Implementing the IEP is a cooperative effort.

3.9 HOW DOES THE VRE ENSURE IEP IMPLEMENTATION?

To ensure that the IEP is being implemented, the VRE develops a monitoring process for the vocational component. VREs should regularly check with all personnel involved in the implementation of the vocational component. Problems may occur concerning students' attendance or behavior, curriculum modification, or collection of evaluation data. Questions may arise concerning the appropriateness of the goals and objectives or the placement. If minor problems occur, the VRE works with personnel to identify adjustments or resources that may alleviate the problem. If a serious problem or question arises, the VRE may request an IEP review meeting from the Special Education Administration. A major change in the IEP can be made if the IEP committee determines this to be appropriate.

3.10 WHAT INFORMATION DOES THE VRE NEED FOR THE IEP REVIEW?

In the IEP, a review date and guidelines are established. As mandated by P. L. 94-142, all IEPs must be reviewed on an annual basis, usually at the end of the school year. To facilitate the review of the IEP, the VRE may assist personnel in developing procedures for collecting necessary evaluation data when the initial IEP is developed. Setting up procedures and forms to collect information on behavior, attendance, attitude, classroom performance, and achievement can help instructors evaluate the effectiveness of their instruction, and can provide accurate, organized data for the IEP review. If instructors have necessary data well organized, the VRE's periodic checks of the IEP implementation will flow smoothly. The collected data will also be readily available for the IEP review meeting.

The types of data gathered for the review depend upon the specific goals and objectives written into the IEP, but might include:

- Copies of monthly progress reports,
- Grades on tests and assignments,
- List of vocational competencies which have been mastered,
- Copies of performance-based evaluations (from shop or lab),
- Reasons for any goals or objectives not achieved.

3.11 WHAT QUESTIONS SHOULD THE VRE BE PREPARED TO ANSWER AT THE IEP REVIEW?

Questions that are likely to be asked at the IEP review are:

- What is the general progress of the handicapped student?
- What vocational competencies has the student mastered?
- What are the staff concerns regarding the student's progress?
- Have the short term instructional objectives of the IEP been achieved according to objective criteria stated in the IEP?
- What are the changes that appear necessary in the student's Individualized Education Program to make it more suitable to future needs?
- Is the student ready to be placed in a less restrictive environment?
- Would another vocational education placement be more appropriate for the student?

RESURGE '79 suggests that if any of the problems listed below arise prior to the annual review, a request for restaffing should be considered:

- Student's special services need to be modified,
- Student's occupational goals change and a different placement is indicated,
- Student and parents are not satisfied with the placement,
- Student's performance data indicates inability to succeed in current placement,
- Student is ready to move to a less restrictive environment,
- A more appropriate placement is available.

Student, parents and staff should be aware of the progress the student has made, including new strengths, abilities and skills the student has acquired, and new areas of weaknesses. A new IEP should be developed by the IEP committee, with goals and objectives that reflect the student's next level of expected achievement, and the accompanying placement decision.

3.12 WHAT IS AN INDIVIDUALIZED WRITTEN REHABILITATION PLAN (IWRP) AND WHO IS RESPONSIBLE?

An Individualized Written Rehabilitation Program (IWRP) is the document used by the Division of Vocational Rehabilitation to plan a client's services. The Vocational Rehabilitation counselor is responsible for the completion of this plan, but he/she may request assistance from the VRE, vocational instructor or special educator when writing the plan. A copy of an IWRP form can be found in the Resources for Goal 3.

If a student has an IEP and is also a client of Vocational Rehabilitation [such as a student on a Vocational Adjustment Coordinator (VAC) caseload], a cooperative work effort should be evidenced by coordination of services in the IEP and IWRP.

3.13 DOES THE JOB TRAINING AND PARTNERSHIP ACT (JTPA) REQUIRE A PLAN?

Section 123 of the Job Training and Partnership Act (JTPA) provides funding for joint programs between JTPA and educational entities, including vocational education. Career exploration, occupational specific skills, job counseling, job search assistance, on-the-job training, literacy and bilingual training, pre-apprentice programs, and supportive services are examples of the kind of training activities that may be offered under JTPA. The JTPA allows 100% funding of these services for eligible students. With prior planning and collaboration with the JTPA service delivery areas (SDAs), the local district may jointly fund vocational assessment, support services, and guidance for eligible students.

When using JTPA funds, an employability development plan is usually required. The JTPA agency which funds the student will usually have available forms for this purpose. However, in the Resources for Goal 3, a sample employability development plan is provided. This plan can be arranged in a booklet-like format for easier use.

Specific considerations for planning the use of JTPA joint funding include: (1) federal vocational funds must be matched with 50% local or state funds, (2) JTPA funds may be used to pay 100% of the support services for economically disadvantaged, LEP, and handicapped students age 16 through 21, (3) a tracking system must be developed to identify use of JTPA, federal vocational, and state or local funds, (4) joint criteria for eligibility of economically disadvantaged based on income must be established which satisfy criteria in both acts.

3.14 WHAT ARE THE ROLES AND RESPONSIBILITIES OF OTHER VOCATIONAL SPECIAL NEEDS PERSONNEL IN DEVELOPING OR IMPLEMENTING VARIOUS PLANS?

The following list, adapted from the *Vocational Planner's Guide* (1986), suggests some of the ways other vocational special needs personnel can help to plan and implement goals and objectives when these goals and objectives apply to their areas.

- Guidance, counseling, career development and placement,
- Assist in appropriate placement of students into vocational education programs,
- Assist students in successful completion of vocational education programs,
- Facilitate the transition from school to employment or further training.

The services and activities identified may include the following: vocational assessment/evaluation; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach; placement and follow-up; and other unique needs identified by the eligible recipient (the vocational school applying for the funds).

Roles of other personnel, as defined in the *Vocational Planner's Guide* (1986) are as follows:

- *Basic Skills Instructor*
    - Address basic skills (reading, writing, math) deficiencies identified through assessment or by the vocational instructor,
    - Coordinate instruction with the vocational instructor and/or VRE,
    - Provide group instruction where similar deficiencies exist,
    - Advise student, instructor, VRE and parent of student progress in the area.
- *Supplemental Professional Staff*
    - Assist vocational instructor in teaching skills,
    - Teach specific skills laid out by the IEP,
    - Assist in monitoring progress of student(s),
    - Be integrally involved in the instructional goals for students who are classified as Early Entry.
- *Vocational Teacher Aides*
    - Assist vocational instructors in supervision of students,
    - Assist in monitoring progress of student,
    - Depending upon skill level in the trade area, an aide may be designated to teach/reinforce a specific skill identified in the IEP under the supervision of the instructor.
- *Interpreters for the Deaf*
    - Assist with vocabulary development, testing, demonstrations and lectures,
    - Assist in counseling.

- *Readers and Notetakers*
    - Assist in taking class notes or reading materials.

When developing an IEP, the above personnel should be kept in mind for help in implementing specific goals and objectives. The activities outlined above are *not* all inclusive of what these personnel can do to help implement goals and objectives.

RESOURCES FOR GOAL 3

1. IEP Checklist
2. Competency Profiles
3. IWRP - Individualized Written Rehabilitation Program
4. Sample JTPA Employability Development Plan

IEP Checklist

Referral and Compilation of Information for Staffing

____ Have you obtained copies of the IEP referral forms and procedures?

____ Have you attended informational meetings to become familiar with your district's referral procedures and special education resources?

____ Have you attended inservice training sessions on procedures and techniques for identifying special needs learners?

____ Are you familiar with the individual(s) in your district responsible for collecting informal data on handicapped students?

____ What types of information or data can you compile on the student?

o Standardized test scores (achievement and aptitude)
o Work evaluation results
o Attendance record
o Progress evaluation reports
o Results from diagnostic testing done on students
o Behavioral observation data
o Interest inventory results

____ Have all pertinent data on the student been collected and forwarded to the person responsible?

____ If additional information about vocational programs/classes is desired, can you make available any or all of the following?

o Exit level skills
o Course description
o Course outline
o Instructional goals and objectives
o Admission requirements
o Desirable vocational aptitudes and interests
o Instructional materials used by students
o Information regarding opportunities for job placement

____ Have you reviewed the student's cumulative folders for the following types of information?

o Reading and math achievement scores
o Previous vocational or prevocational classes taken
o Work or vocational evaluation results
o Vocational interest inventory results
o Information regarding special needs of the student
o Other pertinent information

____ Have you met with the student's teachers (present or former) to discuss his/her progress?

____ Have you met with other resource personnel who can provide additional vocational information about the student?

o Parent(s) or guardian(s)
o Guidance counselors
o School psychologist
o School nurse
o Principals
o Referring teachers
o School social workers
o Other specialists

____ Have you identified organizations or agencies in the community (e.g., sheltered workshops, community colleges) where vocational testing and evaluations could be conducted?

____ Have you identified organizations and agencies necessary for transitional needs?

____ Do you have sufficient information to describe the student's learning style?

IEP Staffing

____ Have you considered and discussed the appropriateness of the specific vocational program for this student?

____ To what extent have all vocational education and training alternatives been examined by the team?

____ If the student is to be placed in a regular vocational class, what curriculum modifications may be needed (special learning needs)?

____ To what extent may class size, equipment availability, and other factors limit the amount of individualized attention this student receives?

____ Are the parents supportive of the proposed vocational education class?

____ If a student has already been placed in a regular vocational class, have you examined existing assessment data on the student to determine present levels of functioning?

____ For a previously identified special needs student, have you reviewed his/her IEP and discussed his/her progress with the special education staff and parent(s)?

____ Are the goals and performance objectives for the regular vocational program available for review by the parent(s), special education staff, and others?

____ Have the program goals and objectives been reviewed by the parent(s), special education personnel and other support staff?

____ To what extent have special educators and the parent(s) been involved in selecting or identifying appropriate vocational education goals and objectives for the student?

____ Do the selected goals and objectives match the student's interests, capabilities and special needs?

____ Are the goals and objectives written in measurable terminology with clearly stated criteria for successful performance?

____ Have special education and other resource teachers and consultants been involved in outlining the instructional plans and learning experiences for the handicapped students?

____ Are the necessary support services available to ensure that this student will receive maximum benefit from the vocational education program? Some of the following services may be appropriate.

o Special or vocational counseling
o Readers/interpreters
o Basic skills instruction
o Instructional aids/tutors/supplemental teachers
o Educational testing and diagnosis
o Special transportation
o Special equipment
o Modification of equipment
o Social work and family counseling
o Curriculum adaptation

IEP Implementation

____ To what extent are all members of the instructional team aware of the IEP plans for each class in which the student is enrolled?

____ Is there a systematic plan to coordinate and integrate various instructional activities (e.g., team teaching math and measurement skills as needed in the vocational class)?

____ Have all needed modifications (e.g., lab equipment, instructional materials, facilities) been completed for this student?

____ Do you have a directory of resource people to contact for specialized assistance in working with handicapped students? Such a directory might list:

- Vocational rehabilitation specialists/counselors
- Special education consultants (e.g., speech therapists, resource room teachers, mobility consultants)
- Work adjustment coordinators
- Work-study or co-op coordinators
- Mental health agency
- State agencies for the blind and deaf
- U.S. Employment Service
- Community agencies (e.g., Opportunities Industrialization Centers, Goodwill Industries)
- Business, industry, and labor groups
- Civic and special interest organizations (e.g., service clubs)
- Parent organizations (e.g., local chapters of National Association of Retarded Citizens, Association for Children with Learning Disabilities)

____ Do you fully understand the role that the vocational education program plays in this student's IEP?

____ Is there additional information you need to gather about the student during the early phases of implementing the IEP?

____ Have you established dates of a schedule for meeting with other teachers involved in the IEP to review the student's progress?

____ Have you discussed with the special education staff the specific types of evaluation data you should be collecting on this student (e.g., behavioral information, attendance, attitude development, classroom achievement)?

____ Are there standard forms used to compile this or other evaluative information?

____ What resources are available to assist in testing the handicapped student (e.g., resource consultants that can read or tape record written material for the student)?

IEP Evaluation

____ To what extent has this student attained the objectives and goals stated in the vocational education section of his/her IEP?

____ Have precautions been taken to insure that the student was appropriately tested (e.g., reading level of tests were at or below his/her reading level)?

____ Overall, what is the student's level of employability?

____ Has a profile been prepared illustrating the student's strengths and weaknesses in various areas? Areas included in the profile might encompass:

- Mastery of competencies
- Job readiness
- Work habits
- Social skills
- Dexterity and strength
- Communication (reading, writing, speaking)
- Quantitative and math skills
- Occupational interests

____ Have meetings been held or planned for the IEP team to compile evaluative information into a composite report?

____ To what extent were the support services the student received adequate and effective?

____ What changes need to be made in the student's IEP (objectives, support services, placement)?

____ What plan(s) have been developed to follow up special needs students leaving the vocational education program to learn more about their transition from school to work?

SAMPLE COMPETENCY PROFILE FOR VOCATIONAL WELDERS

This profile provides a permanent record for students, instructors and employers

RATING SCALE: S = skilled; M = moderately skilled, needs limited supervision;
L = limited skilled, needs instruction and close supervision;
No checks = No skills

1st year _____
2nd year _____
Post Sec. _____

STUDENT ______________________ SS# ______________________ INSTRUCTOR ______________________ DATE ________

DEMONSTRATES COMPETENCIES BELOW

S	M	L	
			Demonstrates the ability to read and understand blueprints for welder as in industry.
			Demonstrates the use of shop equipment.
			ARC Weld light steel in the flat position
			ARC Weld light steel in the horizontal position
			ARC Weld light steel in the vertical position
			ARC Weld light steel in the overhead position
			Set up and operate oxyacetylene equipment
			Set up and operate tungsten inert gas equipment
			Weld non ferrous metals with T.I.G. equipment
			Weld ferrous metals with T.I.G. equipment
			Has the ability to understand basic metallurgy
			Welders qualification test
			Reading a steel tape

INTERPERSONAL COMPETENCIES

RATING SCALE:
4 = Exceptional/always
3 = Usually successful
2 = About 50/50
1 = Seldom/avoids

4	3	2	1	
				Demonstrates the ability to communicate and work with other people.
				Demonstrates safe work habits in the lab.
				Demonstrates welding department practices and procedures acceptable to industry.
				Demonstrates an attitude to get along with other students.
				Demonstrates a desirable attitude in doing the required work.
				Absenteeism
				General shop safety

COMMENTS

____

____

____

SAMPLE COMPETENCY PROFILE FOR AUTO BODY

This profile provides a permanent record for students, instructors and employers

RATING SCALE: S = skilled; M = moderately skilled, needs limited supervision;
L = limited skilled, needs instruction and close supervision;
No checks = No skills

1st year ____
2nd year ____

STUDENT ______________________ SS# ________________ INSTRUCTOR ______________ DATE ________

S	M	L	DEMONSTRATES COMPETENCIES BELOW
			Co-exist with fellow workers
			Identify each body design
			Identify parts of an automobile
			Identify hand tools used in Auto Body
			Rough out damage using hammer and dolly
			Rough out damage using slide hammer
			Rough out damage using pry pricks
			Remove, replace and align bolted body panels
			Remove and replace partial weld panels
			Remove, replace and align weld body panels
			Select abrasive and featheredge broken paint edge
			Mix and apply primer-surfacer
			Apply glazing putty
			Select abrasive and sand glazing putty
			Select abrasive and sand for lacquer top-coat
			Select abrasive and sand for enamel top-coat
			Identify direct and indirect damage
			Identify make, model and year or car
			Use collision estimator to look up parts
			Write an estimate
			Clean up car for delivery
			Remove and install front and rear glue in windshields
			Remove and install rubber gasket windshields
			Remove, install and align door glasses
			Shrink stretched metal (hot method)
			Locate high and low spots (hand-eye-straight edge)
			Complete a resume

S	M	L	DEMONSTRATES COMPETENCIES BELOW
			Set up oxy-acetylene welding equipment
			Weld with oxy-acetylene equipment
			Set up Mig (wire feed) welding equipment
			Weld with Mig welder
			Set up and use spot welder
			Prepare panel for body fillers
			Mix and apply body fillers
			Select abrasive and sand filler to contour
			Set up light duty port-a-power equipment
			Push-repair a damaged panel
			Pull-repair a damaged panel
			Set up guy-chart power puller
			Pull-repair a damaged panel with power puller
			Mask car off
			Mix and apply lacquer top-coat
			Mix and apply enamel top-coat
			Mix and apply urethane top-coat
			Color sand lacquer top-coat
			Rub out and polish lacquer top-coat
			Identify different types of frame damage
			Set-up datum line frame gauges
			Set-up center line frame gauges
			Demonstrate repair set-ups for different types of frame damage
			Lay-out and paint factory pin strips
			Lay-out and paint large body strips
			Lay-out and paint detailed custom strips
			Complete a job application

COMMENTS: ________________________________

Missouri Department of Elementary & Secondary Education
Division of Vocational Rehabilitation

Individualized Written Rehabilitation Program
Office ______________________

Initial Program ______________
Amended Program # ______________
Supplemental Program # ______________
Date ______________
SS # ______________
PA # ______________
SSDI ______________
SSI ______________

Form 90-940-505
Revised 4/78

1. In accordance with Regulation 1361.37 of Public Law 93-122 as amended, the above named individual:
   - ___ Meets the basic eligibility requirement for Vocational Rehabilitation Services specified in Regulation 1361.33b.
   - ___ Does not meet the eligibility requirements for Vocational Rehabilitation services specified in Regulation 1361.33b.
   - ___ Meets the requirements specified in Regulation 1361.36a for a period of Extended Evaluation.

2. The basis for the decision checked in Item 1 is as follows:

3. Vocational Goals: (Indicate projected dates the goals might be achieved.)
   A. Vocational Goal:
   B. Intermediate Objectives:

4. Services to be provided by Vocational Rehabilitation (Indicate approximate beginning and ending dates for each service):

5. Client participation in cost of services and similar benefits:

6. Client responsibilities:

7. Views of the client regarding goal, objectives and services planned:

8. Schedule of Review and Evaluation of Progress:

9. Basis for closure: ___ Rehabilitated ___ Other

10. Post-employment services planned with client. ___ Yes ___ Not Applicable

11. Annual review explained to client. ___ Yes ___ Not applicable

______________________________ Supervisor

______________________________ Counselor

Note: A copy of this program is to be furnished to the client, parent or guardian.

I have participated in the development of my "Individualized Written Rehabilitation Program". I accept it and understand that it is subject to change or termination on the basis of changing circumstances and new information. I acknowledge receipt of information regarding my rights in the event of any dissatisfaction.

______________________________ Client, Parent or Guardian

JTPA PLAN

EMPLOYABILITY DEVELOPMENT PLAN OF: ____________________

PROGRAM: ____________________ GRADE: __________

NAME OF HIGH SCHOOL: ____________________

SSN: ____________________ DATE OF BIRTH: __________

Student Signature	date	Staff Signature	date

NOTES: ____________________

____

GOAL SETTING

Occupational Goal:

Long Term __________ Short Term __________

Educational Goal:

- ____ Complete AVTS Program
- ____ Continue Education at postsecondary level

AREAS OF STRENGTH

____

____

WORK HISTORY:

- ____ No experience in Labor Market
- ____ Prior subsidized work experience
- ____ Prior unsubsidized work experience

Date	Name of employer

NOTES: ____________________

____

____

JTPA (cont'd)

STUDENT PROGRESS

First Quarter ______________________________

____

____

Second Quarter ______________________________

____

____

Third Quarter ______________________________

____

____

Fourth Quarter/Plan ______________________________

____

____

ACTIVITY	PLANNED	DATE COMPLETED
Tryout Employment		
Labor Market Orientation		
Refer to Summer Youth		
Refer to OJT		

NOTES: ______________________________

____

____

____

JTPA (cont'd)

EXITING PLAN
(SENIORS)

GOAL: ____

BARRIERS:

____ Transportation/Drivers License
____ Finances
____ Relocation

Steps to Achieve Goal:

1. ____

2. ____

3. ____

Placement:

____ Employed

____
Employer

____ Entered Armed Services

____
Branch

____ Return to Academic Setting

____ Summer Youth

____ On-the-Job-Training

____ Tryout Employment

____ Other ________________________________

NOTES: ____

____

____

____

____

____

GOAL 3: ADDITIONAL RESOURCES AND REFERENCES

The primary resources for Goal 3 are:

A Slice of Life: Vocational Development for the Handicapped.

SOURCE: Mafex Associates, Inc.
90 Cherry Street
Box 519
Jamestown, PA 15907

Public Policy and the Education of Exceptional Children, Abeson, A., Ballard, J. & La Vor, M. (Eds.), no date.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

A Guide to Interpreting and Implementing Assessment Information for Vocational Special Needs Students, Arkin-Brown, E. & Cameron, C., no date.

Competency Profiles (for all program areas).

Vocational Instructional Management Systems for Missouri: Introduction to Vocational Education Instructional Management, Mallory, A. & Drake, F., 1984.

SOURCE FOR ABOVE: Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

Resource Guides for Special Education.

SOURCE: Section of Special Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65101

Career Objective and Activity Handbook.

SOURCE: Career Assessment and Placement Center
9401 South Painter Avenue
Whittier, CA 90605

Measuring Student Growth, Erickson, R.S. & Wentling, T.L., 1976.

SOURCE: Griffin Press
P.O. Box 411
Urbana, IL 61801

Other resources and references for this section include:

Blank, W.E. (1982). *Handbook for developing competence-based training programs.* Ingelwood Cliffs, NJ: Prentice-Hall.

Guidelines for vocational assessment of the handicapped. (1982). Austin, TX: Texas Education Agency.

Maxam, S. (1985). *Informal assessment: A handbook for LEAs serving special needs students in vocational education*. Columbia, MO: Missouri LINC.

National Center for Research in Vocational Education. (1979). *Development of individual educational programs (IEPs) for the handicapped in vocational education*. Columbus, OH: National Center for Research in Vocational Education.

Resource guide for special education, Vol. 1-A, Administrative procedures. (1981). Jefferson City, MO: Department of Elementary and Secondary Education.

Resurge '79: Manual for identifying, classifying, and serving the disadvantaged and handicapped under the vocational education amendments of 1976 (P.L. 94-482). (1979, September). U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education, Division of Vocational and Technical Education.

Sarkees, M. & Scott, J. (1985). *Vocational special needs* (2nd ed.). Alsip, IL: American Technical.

GOAL 4: SERVE AS A RESOURCE TO VOCATIONAL INSTRUCTORS

OVERVIEW

Vocational instructors know their curriculum and how to teach nonhandicapped students that curriculum. What they often feel uncomfortable with is how to modify their curriculum for handicapped students. Therefore, one of the Vocational Resource Educator's most frequent requests is how to modify curriculum for handicapped students in a regular vocational program. This goal provides the basic overview of how vocational instructors can modify their existing curriculum if modifications are needed.

The VRE assists classroom vocational instructors with curriculum modifications which enable students with handicaps to have an equal opportunity for success. These responsibilities range from working with a resistant instructor who does not see any reason to make changes in classwork for one student to an eager instructor who wants to have as much material and as many ideas as possible. The primary responsibility in this area is to help instructors find the appropriate resources for student needs.

A vocational instructor does not need to modify his/her curriculum for *every* handicapped student! Modification may be needed in equipment and/or facilities, instructional techniques, or the classroom attitudinal environment. In other words, the beginning VRE should not assume every curriculum needs to be modified. Look at the student's needs, abilities, and the IEP before helping the vocational instructor modify the curriculum.

With the implementation of VIMS, the VRE and the vocational instructor have access to an extraordinary tool to utilize in individualizing instruction for students. Through specifying particular duties and tasks to be mastered in the IEP, the vocational instructor and other vocational special needs personnel know exactly where to concentrate the instructional process and the student knows exactly what skills he/she is expected to master.

4.1 HOW CAN A VRE ASSIST INSTRUCTORS IN PROVIDING FOR STUDENT NEEDS?

VREs can assist instructors in a variety of ways which will aid in meeting the needs of handicapped students, as well as all of the students enrolled in a vocational class. Some examples of these tasks include:

- Identify the student needs and develop a procedure to inform the vocational instructor of those needs. Sample forms for summarizing IEP information can be found in the Resources for Goal 4. It may be helpful to have these forms done on colored paper.
- Identify resources for each program area that could be utilized for supplemental or remedial instruction in units which may be difficult for students.
- Be prepared to help with the provision of a handicapped awareness unit. Some classes will need this information. The VRE may suggest ways for the instructor to handle classroom problems arising from other students' attitudes towards the handicapped student.
- Provide instructors various strategies for dealing with classroom/behavior management.
- Identify different techniques/instructional strategies through which curriculum modification can be effective.
- Provide for regular (weekly/monthly) progress reports. These will enable the instructor to talk to the VRE about concerns.
- Identify resources for equipment modification.
- Be available as often as possible for vocational instructors. When a concern arises, coping with it as quickly as possible is usually the most effective strategy.
- Ask vocational instructors to inform the VRE about upcoming assignments, tests and special projects. A sample format is included in the Resources for Goal 4.

4.2 WHAT INSTRUCTIONAL TECHNIQUES CAN THE VRE SHARE WITH VOCATIONAL INSTRUCTORS?

Books, journal articles and information from teachers are all good resources for discovering a variety of instructional techniques. All instructors should be aware of the following general techniques which serve to motivate all students.

- Do not rush through,
- Emphasize key points, repeat them or summarize,
- Prepare a few questions to help gauge the extent of your student's subject knowledge,
- Maintain eye contact,
- Present lengthy material in short segments, allowing for breaks,
- Use audiovisual aids to illustrate and clarify,
- Actively involve the students. Ask questions of them and seek help for demonstrations,
- Summarize a few key statements,
- Vary methods of presentation.

In addition, there are other instructional techniques that are known to be effective with different types of handicapping conditions. For example, with Educably Mentally Handicapped students, some of the following techniques may be useful:

- Use concrete examples.
- Repeat basic information often.
- Use demonstration and have student help with the demonstration. (Tell him/her how to do it in a step-by-step manner.)
- Always break down tasks sequentially, provide step-by-step instruction.
- Minimize irrelevant information.
- Provide accurate, specific feedback.

ADAPTED FROM: Tindall, L.W., *Puzzled About Educating Special Needs Students*, 1980.

For learning disabled students, instructional techniques are related to the specific disability. Some of the following suggestions may be helpful:

- Avoid cluttered pages or unreadable handouts.
- Give shorter assignments.
- Allow for alternative ways to complete assignments (i.e., paper/pencil or oral presentations.)
- Provide private space for an easily distracted student to work.
- Give feedback often.

ADAPTED FROM: Tindall, L.W., *Puzzled About Educating Special Needs Students*, 1980.

The Resources for Goal 4 contain several lists of suggested instructional techniques which a VRE or vocational instructor could adapt to various handicapping conditions. Also, in the Additional Resources and References section, there is information regarding materials a VRE could utilize to become aware of other instructional strategies.

4.3 HOW DOES INFORMATION ON STUDENT LEARNING STYLES AFFECT TEACHING TECHNIQUES?

Learning style inventories are usually self-reports made by students about the ways they learn the best. If an instructor is aware of the best learning styles of the students, he/she can adapt teaching styles to fit the learning styles. Not only can teaching styles be adapted, but also curriculum modifications might be made in order to help the student learn. For example, if an instructor is lecturing and a student's best learning style is visual, that student might be given an outline of the lecture and encouraged to take pertinent notes on the outline. Similarly, if a slide/tape presentation is the classroom activity for the day, a student could be given a transcription or transcription adaptation of the tape to follow and study.

During an inservice, it may be helpful to have instructors take a Learning Styles Inventory and relate how they learn to how they teach. This activity gives instructors some insight into the ways different students learn and how they might modify their teaching strategies to capitalize upon a student's strengths. *Vocational Special Needs*, by Sarkees & Scott, has additional information on learning styles and also a sample Teaching Styles Inventory which may be useful for inservice training activities.

The Resources for Goal 4 contain the CITE Learning Styles Instrument and teaching strategies to use for a variety of learning styles. A similar instrument called the Learning Styles Inventory can be purchased in both written and computerized versions. See the Additional Resources and References for ordering information. A module on learning styles has been developed by Missouri LINC to provide more detailed information.

4.4 HOW CAN THE VRE ASSIST VOCATIONAL INSTRUCTORS WITH CLASSROOM MANAGEMENT?

VREs can initially alert instructors to possible concerns about students in the area of behavior skills. Once a behavior is identified, it can more easily be dealt with. However, the classroom environment and expectations sometimes create behavior problems. It is advised that VREs work with instructors in developing classroom rules which are distributed to all students at the beginning of the year. These rules are often not stated in Student Handbooks, but are the unstated preferences of individual teachers (some let students chew gum during class, some do not). If these unwritten classroom rules are specified at the outset, students know what the expectations are and choose whether to adhere to the rules or not. This can prevent many behavior "problems", and certainly prevents the "I didn't know . . ." syndrome.

VREs should also be familiar with the development of behavior contracts. Several formats are given in the Resources for Goal 4. Missouri LINC has developed a Behavior Management module for more information on positive approaches to use in the classroom. The Additional Resources and References section contains other information on behavior management resources which may be useful in planning intervention strategies.

4.5 WHAT ARE SOME STRATEGIES THAT WILL HELP INCREASE SAFETY FOR HANDICAPPED STUDENTS?

Safety is usually the first unit in a vocational class, prior to going into the lab setting. All students need to understand safety concepts about the machinery and equipment they will be working with in the laboratory setting. Most vocational instructors have already developed paper/pencil tests to measure the students' knowledge for the specific vocational area, and students must usually pass this test with 100% accuracy prior to being admitted to the lab. This method of testing certainly assures that most students know the safety procedures.

However, some handicapped students have difficulty passing a written safety test at 100%. In these cases, several alternatives are available:

- Oral testing,
- Enlisting the aid of a tutor to reteach safety concepts (either another student, basic skills instructor, supplemental teacher, vocational teacher aide or special education teacher),
- Allowing students to work in the lab only with specified materials or equipment,
- Designing performance-based safety tests to be administered in the lab setting on a one-to-one basis.

If a handicapped student is involved in an accident, the vocational instructor and VRE must analyze the situation closely to determine if the accident occurred due to the student's lack of safety knowledge. The following questions might be considered:

- How did the student do on this particular portion of the safety test?
- What has been his/her performance in the past in the lab setting?
- Did the student understand what he/she did that caused the accident?
- What is the student's reaction to the accident? (Fear, guilt, confusion, "no big deal" attitude)
- Could the accident have happened to anyone? (Have you ever known anyone involved in this type of accident?)
- Does the student know what to do to prevent another accident of this type?

If the accident can be directly related to the student's handicapping condition (memory problem, etc.) then steps need to be taken to protect the student and others. Some suggestions may be:

- On equipment, the student must always have a supervisor (or buddy) present.
- Equipment modifications need to be made (i.e., directional arrows, safety guards, etc.).
- Steps for each operation must be orally given to the instructor before beginning a task.

Of course, if the danger to self and others is great, then removal of the student from the setting is also an option. This should be a last resort and should follow policy and procedure guidelines of the district for removing a student from a class. Normally, this will involve holding an IEP meeting. There should be an administrative, *written* policy on how to deal with emergencies *and* all parties should know what the policy is in advance.

4.6 WHAT ARE SOME SAMPLE RESOURCES IN THE AREA OF CURRICULUM?

There are many resources in the curriculum area. The following is not an all-inclusive list, but a VRE should be on the mailing list to receive catalogs from at least some of the following distributors.

General Catalogs

American Vocational Association
1410 King Street
Alexandria, VA 22314

Career Aids, Inc.
8950 Lurline Ave.
Dept. SW2
Chatsworth, CA 91311
[catalogs in software, occupational, vocational and career (OVC) catalog and industrial and technical ed.]

Delta X Industries, Inc.
P. O. Box 313
Marinette, WI 54143

Educational Activities, Inc.
P. O . Box 392
Freeport, NY 11520

Educational Design, Inc.
47 W. 13th Street
New York, NY 10011

Educulture
1 Dubuque Plaza
Dubuque, IA 52001

EMC Publishing
Changing Times Education Service
300 York Avenue
St. Paul, MN 55101

Fearon Education
Pitman Learning, Inc.
19 Davis Drive
Belmont, CA 94002

Goodheart-Willcox Co., Inc.
123 W. Taft Drive
South Holland, IL 60473

Janus Book Publishers
2501 Industrial Parkway West
Dept. H 13
Hayward, CA 94545

Learning Arts
P. O. Box 179
Wichita, KS 67201

McKnight Publishing Co.
Box 2854-808 IAA Drive
Bloomington, IL 61701

Opportunities for Learning, Inc.
8950 Lurline Ave.
Dept. 6FMT
Chatsworth, CA 91311

South Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Sunburst Communications
Rm. LK 85
39 Washington Avenue
Pleasantville, NY 10570

Vocational/Technical Catalogs

Abraxas
P. O. Box 1416
Eugene, OR 97440

American Technical Publishers, Inc.
12235 S. Laramic Avenue
Alsip, IL 60648

Bergwall Technical/Vocational
Education Catalogue
P. O. Box 238
Garden City, NY 11530-0238

Goodheart-Willcox Co., Inc.
123 Taft Drive
South Holland, IL 60473

Gregg-McGraw Hill
1221 Avenue of the Americans
New York, NY 10020
(Business and Office catalogue and Trade and Technical Education catalogue)

Bobbs-Merrill Educational Publishing
4300 West 62nd Street
P. O. Box 7080
Indianapolis, IN 46206

Chilton Book Co.
Chilton Way
Radnor, PA 19089

Delmar Publishers, Inc.
Two Computer Drive, West
Box 15-015
Albany, NY 12212

John Deere Technical Services
John Deere Road
Moline, IL 61265

McKnight Publishing Co.
Box 2854 - 808 IAA Drive
Bloomington, IL 61701

Prentice Hall Media
P.O. Box 1050
Mount Kisco, NY 10549-9909

Southwestern Publishing Co.
5101 Madison Road
Cincinnati, OH 45227
(Industrial Education Catalogue)

Curriculum Catalogs

Arizona Center for Vocational Education
Box 6025
Northern Arizona University
Flagstaff, AZ 86011

CIMC
Oklahoma State Department of Vocational and Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074

Illinois Vocational Curriculum Center
Sangamon State University
Building E-22
Springfield, IL 62708

Ingham Intermediate School District
Capital Area Career Center
611 Hagadorn Road
Mason, MI 48855-9330

Instructional Materials Lab
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

Maryland Vocational Curriculum
Research and Development Center
Department of Industrial, Technological and Occupational Education
University of Maryland
J. M. Patterson Building
College Park, MD 20742

New Jersey Vocational Education Resource Center
Rutgers University
200 Old Matawan Road
Old Bridge, NJ 08857

The Media Center
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301

Occupational Curriculum Laboratory
East Texas University
Commerce, TX 75428

Ohio Agricultural Education
Curriculum Materials Service
Room 254, 2120 Fyffe Road
Columbus, OH 4321-1099

4.7 WHAT ARE SOME EXAMPLES OF COMMUNITY RESOURCES?

The community can be utilized in a variety of ways. The most obvious is to look towards members of the vocational program advisory committees. These individuals, as well as other contacts in the community, can be utilized as:

- Guest speakers
- Job sites for job shadowing experiences
- Field trip sites
- Information sources in regards to state of the art technology
- Mock interviewers for units on job seeking skills
- Judges for vocational contests (FFA, VICA, etc.)

Other community resources would include civic organizations. Sometimes these organizations are willing to donate equipment, time or money for items needed in different vocational programs. For example, an optimist club might donate an assistive device to enable visually impaired students to utilize computers. Private employers can be excellent resources, too. Often they maintain curricula for employee training which they are willing to share, as well as opportunities for job site visits and possible employment.

Each community has different resources and a VRE should become familiar with the goals and services offered in the geographical area he/she serves. Some sample resources might include:

- Social service agencies
- Private Industry Councils
- Job Service
- Civic Organizations
- Parent Groups (ACLD, ARC)
- Parent Teacher Associations (PTA)

4.8 WHAT ARE SOME STATE AND NATIONAL RESOURCES AVAILABLE TO A VRE?

STATE

Bureau for the Blind
Supervisor of Field Operations
619 East Capitol
Jefferson City, MO 65101

Division of Manpower Planning
221 Metro Drive
Jefferson City, MO 65101

Division of Mental Retardation and
Developmental Disabilities
2002 Missouri Boulevard
P.O. Box 687
Jefferson City, MO 65102

Division of Special Education
P.O. Box 480
Jefferson City, MO 65102

Division of Vocational and Adult
Education
Vocational Special Needs and
Guidance Services
P.O. Box 480
Jefferson City, MO 65102

Division of Vocational
Rehabilitation
2401 E. McCarty Street
Jefferson City, MO 65101

Missouri Vocational Resource Center
Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

Missouri LINC
University of Missouri-Columbia
609 Maryland
Columbia, MO 65211

Missouri Protection and Advocacy
Services, Inc.
211B Metro Drive
Jefferson City, MO 65101

Special Education Dissemination
Center
University of Missouri-Columbia
401 East Stewart Road
Columbia, MO 65211

Talking Tapes for the Blind
16 North Gore
Webster Groves, MO 63119
(314) 968-2557

Wolfner Memorial Library for the
Blind and Visually Handicapped
Jefferson City, MO 65101
(800) 392-2614

NATIONAL

Closer Look (Newsletter)
Box 1429
Washington, DC 20013
(800) 522-3458

HEATH Resource Center
One Dupont Circle, NW
Washington, DC 20036
(800) 544-3284

Interchange (Newsletter)
College of Education
University of Illinois at
Urbana-Champaign
110 Education Building
1310 South 6th Street
Champaign, IL 61820

National Information Center for
Handicapped Children and Youth
(NICHY)
News Digest
Box 1492
Washington, DC 20013

National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

OPEN ENTRIES (Newsletter)
Center for Instructional Development
and Services
Florida State University
Stone Building
Tallahassee, FL 32306-3019

OSERS News in Print (Newsletter)
Room 3018 Switzer
330 C Street, SW
Washington, DC 20202

Recording for the Blind, Inc.
20 Roszel Road
Princeton, NJ 08540
(800) 221-4792

4.9 HOW CAN STUDENTS BE INVOLVED IN MONITORING THEIR PROGESS?

Whenever possible, students should be involved in the monitoring process. From the development of the IEP goals and objectives, to the meeting of their goals, students should be involved and committed to attaining those goals.

Some of the ways a VRE can involve students are:

- Give the student a copy of his/her vocational goals and objectives.
- Have the student state how closely he/she is coming to achieving the goals or objectives during monthly progress meetings.
- Have the student evaluate him or herself on a chosen format. Compare that evaluation to the instructor's evaluation and discuss discrepancies.
- Review monthly progress reports.

4.10 WHAT ARE SOME ALTERNATIVE METHODS OF EVALUATING HANDICAPPED STUDENTS?

There are many factors that should be considered when evaluating student progress. Some of these factors are:

- Task or competency performance,
- Work habit development,
- Attendance,
- Attitude and personal growth,
- Daily class effort,
- Quality of homework and outside assignments,
- Performance on quizzes and tests measuring cognitive achievement,
- Safety practices,
- Completed project or product.

Many teachers make use of multiple factors in their evaluation and grading systems. They have found that including a variety of factors in the evaluation and grading system provides incentive for students to develop proficiencies in three major areas that concern employers: skill performance, theory or understanding as required to perform work tasks effectively, and work attitude and work habits as required to become a good employee.

The practice of using multiple factors in the evaluation and grading system provides several advantages for special needs students. First, it provides students with a guide to the type of behaviors expected in the program. If students are aware that their grades will be based on daily work performance, demonstration of good work habits and a positive attitude, quizzes and written tests, and performance of required tasks or competencies, they will normally exert more attention to these areas. The second advantage is that it provides some components that can be covered through remedial instruction by special education teachers to improve student performance. A third advantage is that it provides a way of earning a passing grade in a class even though a student may do poorly on one factor, such as quizzes or tests. Finally, using a variety of evaluation factors makes if possible to provide more specific feedback to the student about areas of strength and weakness in preparing for employment. It also provides direction to the teacher for altering the instructional approach or learning environment.

Sample formats for evaluating performance can be found in the Resources for Goal 4.

4.11 WHAT INFORMATION IS AVAILABLE TO ASSIST THE VRE IN PROVIDING INSTRUCTORS WITH ALTERNATIVES TO GRADING HANDICAPPED STUDENTS?

Six common grading practices in schools are:

Grading Practice	Description
Letter or Numerical	traditional system of giving the student a mark of A, B, C, D, and F or 1, 2, 3, 4, and 5 to demonstrate relative level of performance on unit or course of study.
Pass/Fail or Credit/No Credit	criterion-based measurement system which permits the individual teacher to indicate that the student has either met or not met previously determined standards.
Checklists	criterion-based measurement system which has the instructor check student's progress against a predetermined list of needed skills or completion of specific tasks.
Contracts	student and teacher agree to assign a mark based on predetermined goals and objectives which the student will reach during the instructional period; the goals may be written in conjunction with the special education teacher/consultant. A sample Grade Contract Form is provided in the Resources for Goal 4.
Letters to Parents	a written report provided to the student or parents to give narrative information about the student's performance.

(*Integrating Secondary Handicapped Students*, 1980)

Sarkees and Scott (1985) list the following as characteristics of effective grading systems:

- Be fair to each student, that is, base the grade on each student's capabilities and achievement level,
- Accurately reflect the competencies developed,
- Design grading to enhance the student's self-concept,
- Include the multiple grading factors of student effort, progress, and achievement,
- Address both quality and quantity of work performed,
- Be easily understood by students, parents, and other teachers,
- Provide for student involvement in evaluating work and determining grades,
- Be flexible to accommodate the changing needs of students,
- Be designed to encourage students to accept more responsibility for their own learning and accomplishments,
- Ease the teacher's burden at determining grades,
- Be designed to assist in cooperative planning activities,
- Be continuous so students can assess their progress in relation to predetermined goals and objectives,
- Be consistent with school system grading policy (p. 350).

The grading system used by instructors should be tied closely to the evaluation methods used to measure student progress. For example, if a student is given daily points for proper clean up of the work area, these points should become a part of the grade. If grading procedures for a handicapped student are different from the other students the grading system to be used should be written into the IEP. Several examples of using point systems to determine grades can be found in the Resources for Goal 4.

4.12 WHAT ARE SOME PROCEDURES FOR SELECTING INSTRUCTIONAL MATERIALS?

The following pages give an example of a checklist for evaluating:

- Instructional materials
- Computer programs

INSTRUCTIONAL MATERIAL REVIEW

Name of Material ____

Author ____________________ Copyright Date ________________

Vendor Address ____

Cost ____________________ Reviewer ____________________

Type of Material:

_______ textbook _______ slidetape _______ model

_______ filmstrip _______ videotape _______ other (specify)

Appropriate grade level:

_______ Elementary _______ Junior High _______ High School

Readability level: ______________________________

Intended use of material:

____ student resource ____ individual instruction ____ reinforcement material

____ teacher resource ____ group instruction ____ combination (specify)

	YES	NO	COMMENTS
1. Reading level is appropriate for special needs learners.			
2. There are generous amounts of space on the printed page.			
3. The print and illustrations are legible.			
4. The interest level is appropriate.			
5. The illustrations are interesting, relevant and simple.			
6. The material is current in content and appearance.			
7. The material is free of racial, ethnic or sex stereotypes.			
8. New vocabulary is highlighted and defined.			
9. Concepts are presented clearly with concrete examples.			
10. Learning objectives are stated.			
11. Instructional units are sequenced properly.			
12. Review questions and answer keys are provided.			
13. Student worksheets or workbook is provided.			
14. The product can be reused by other students.			
15. The material is flexible enough to allow for supplemental materials to also be used.			
16. Required teacher preparation time is reasonable.			
17. Teacher handbook or manual is provided.			
18. The material can be used with present classroom facilities, time and equipment.			
19. Measures for evaluating student progress are included (pre and post tests, etc.).			
20. The material can be reproduced at a minimum cost.			

ADAPTED FROM: The Special Needs Learner in Employment-Related Training, (1985).

MICROCOMPUTER SOFTWARE EVALUATION FORM

Program title ____

Title of package/diskette ______________________________________

Microcomputer(s) brand/model ___________________________________

Version/copyright date ________________ Cost ______________________

Publisher ____

Will publisher be helpful if problems arise? ___ Yes ___ No ___ I don't know.

Peripherals needed: ___ Disk drive(s) ___ Cassette ___ Printer (Other __________)

Other materials/equipment needed ________________________________

Backup copy available? _______________________________________

* *

Reviewed by ________________________ Grade level/subject taught __________

School ____________________________ Date previewed ________________

PROGRAM TITLE ______________________ SUBJECT AREA(S) _______________

Suggested Grade Levels K 1 2 3 4 5 6 7 8 9 10 11 12 College Teacher Use

Type of Program (check all that apply)

___ drill/practice ___ problem solving ___ game ___ word processing

___ simulation ___ tutorial (teaches) ___ testing ___ classroom management

___ demonstration ___ educational game ___ utility ___ authoring system

SCOPE (check one)

___ one or more programs on single topic ___ one program in an instructional series

___ group of unrelated programs ___ multi-disk curriculum package

EVALUATION CRITERIA

YES	NO	N/A	
			GENERAL DESIGN: ___ EXCELLENT ___ GOOD ___ WEAK ___ NOT ACCEPTABLE
___	___	___	Creative, innovative, effective use of computer
___	___	___	Well-organized curriculum design
___	___	___	Free of programming errors
___	___	___	Free of excessive competition or violence
___	___	___	Free of racial, ethnic, or sex stereotypes
			EASE OF USE: ___ EXCELLENT ___ GOOD ___ WEAK ___ NOT ACCEPTABLE
___	___	___	Simple and complete instructions
___	___	___	Screens are neat and attractive
___	___	___	Speed and sequence of paging can be controlled.
___	___	___	Technically easy to operate
___	___	___	Any sound is appropriate and can be turned off
			CONTENT: ___ EXCELLENT ___ GOOD ___ WEAK ___ NOT ACCEPTABLE
___	___	___	Factual material, grammar, and spelling are correct
___	___	___	Word lists, problems, and speed can be modified
___	___	___	Interest level, difficulty, typing, and vocabulary are appropriate
___	___	___	Provides easier or harder material in response to performance
___	___	___	Responses to errors are helpful, avoiding sarcasm or scolding
___	___	___	Response to student success is positive, enjoyable and appropriate
___	___	___	Avoids clever graphics that make it "fun to fail"

MOTIVATIONAL DEVICES USED: ___ EXCELLENT ___ GOOD ___ WEAK ___ NOT ACCEPTABLE

___ graphics for instruction ___ color ___ game format ___ sound ___ timing
___ graphics for reward ___ scoring ___ random order ___ personalization

Comments:

DOCUMENTATION AVAILABLE: ___ EXCELLENT ___ GOOD ___ WEAK ___ NOT ACCEPTABLE

___ none
___ instruction manual
___ teacher's guide
___ student workseets

___ instructions appear on screen
___ suggest classroom activities
___ instructional objectives
___ workbook

___ tests

Comments:

OVERALL OPINION ** OVERALL OPINION ** OVERALL OPINION

___ Great program! I recommend it highly!
___ Pretty good/useful. Consider purchase.
___ OK, but you might wait for a better one.
___ Select only if suggested modifications are made.
___ Not useful. I don't recommend purchase.

4.13 WHAT ARE SOME GUIDELINES AND PROCEDURES TO ASSIST THE INSTRUCTOR IN ADAPTING INSTRUCTIONAL MATERIALS?

If materials need to be adapted to meet particular students' needs, rewriting may be the answer. Rewriting may seem a little difficult at first, so start small. Rewrite one or two paragraphs before a chapter. Advanced or interested students often enjoy the task of rewriting materials. They are excellent resources. Solicit their help whenever appropriate. Rewriting instructional materials is worth the effort. It is extremely rewarding to provide students with readable materials. The following are guidelines for rewriting:

1. Read the article or textbook passage and jot down the main ideas. Keep it short and to the point.
2. Make a list of the specialized vocabulary and important concepts that are difficult. This information can be made into a study guide or cassette presentation and presented to the students before the revised reading materials are presented.
3. Rewrite the materials following these rules:
    - Use simple words, avoid multi-syllable words whenever possible.
    - Use words that are easily sounded out.
    - Use common nouns.
    - Underline proper names. Alert students to these names beforehand.
    - Use simple sentence construction and present tense verbs as much as possible.
4. Reread the original to ensure that correct concepts are still there.
5. Check the reading level of the rewritten material with a readability formula. The new reading level should approximate the students' reading ability.
6. Type the rewritten material in the largest type available. Leave wide margins. Encourage students to use this space for notes or questions.

Students may often have specific problems which require adaptations other than rewriting materials. The following chart lists specific problems students may have and strategies instructors may use to adapt to those problems.

PROBLEM	ADAPTATION/STRATEGIES
	Enlarge print
Visual Perception	• Retype materials on primary typewriter
Visual Skills for Reading	• Utilize individual magnifying glasses
Behavior	• Project material on wall using opaque projector

Reduce Distraction on Page

Visual Perception Visual Skills in Reading Spelling Computation Behavior Arithmetic Readiness Problem Solving	• Reduce problems or items on page • Frame specific items on page • Cover area on page to reduce items

Enlarge Space in Which Student Responds

Visual Perception Handwriting Motor Behavior	• Provide separate answer sheet with adequate space for response • Provide blackboard for written response

Color Code Material

Visual Skills in Reading Reading Comprehension Spelling Memory Perception Problem Solving Computation Behavior	• Color code topic sentence in reading test and supporting sentences in another color • Color code directions, examples, and problems in different colors • Color code math symbols (= + − ×) for easy recognition

Utilize Arrows for Directionality

Visual Perception Visual Skills in Reading Spelling Handwriting Motor Perception Arithmetic Readiness Computation Behavior	• Provide arrows as cues for following an obstacle course • Provide arrows at top of worksheet or tape on desk as a reminder of left to right progression in reading or writing • Utilize arrows to indicate direction of math operations on number line

Modify Vocabulary

Reading Comprehension Inner Language Receptive Language Problem Solving Behavior	• Rewrite directions in workbook • Provide vocabulary list with synonyms or simplified definitions • Instructor gives information or directions in simplified terms

Tape Record Material

Reading Comprehension Auditory Skills in Reading Auditory Perception Receptive Language Memory Problem Solving Behavior Arithmetic Readiness Computation	• Record directions for learner to refer • Record Test-Learner response verbally or written • Record passage; learner follows written text

Further modification options can be found in Resources for Goal 4.

4.14 WHAT ARE SOME EQUIPMENT MODIFICATIONS THAT A VRE MIGHT RECOMMEND?

Sarkees and Scott (1986) lists some general considerations for removal of architectural barriers as well as for equipment modifications.

Architectural barriers to consider:

- Getting to and entering the building:
    - Parking areas,
    - Parking spaces,
    - Curb cuts,
    - Walks,
    - Exterior stairs,
    - Doors and doorways.
- Moving about inside the building:
    - Floors,
    - Corridors and hallways,
    - Interior ramps and stairs,
    - Aisles and traffic lanes inside classrooms.
- Using school fixtures, appliances and study/work station equipment:
    - Vending machines,
    - Cafeterias,
    - Restrooms,
    - Drinking fountains,
    - Adjustable tables,
    - Controls and switches on equipment,
    - Warning devices (fire alarms, etc.),
    - Marking hazards,
    - Assistive devices (mouth controls, keyboard template, etc.). (pp. 223-248).

Another outstanding resource for equipment modifications is *Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People*. It is available from the Wisconsin Vocational Studies Center, Publication Unit, 265 Educational Sciences Building, 1025 W. Johnson St., Madison, WI 53706.

Other resources helpful in this area are:

The Center for Special Education Technology
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
1-800-345-TECH

Technology Center for Special Education
College of Education
Room 24, School of Education
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, MO 65110
1-800-872-7066

Resources helpful in the area of computers and software:

Computer Users in Speech and Hearing (CUSH)
Dept. of Speech Pathology and Audiology
University of South Alabama
Mobile, AL 36688
(205) 460-3627

Education Department
Special Education Programs (SEP)
400 Maryland Ave, SW
Washington DC 20202
(202) 472-3394

Contact: James Johnson, DONO 4829. Programs to link developers of special education courseware with commercial publishers and to aid in national distribution of products.

Handicapped Children's Computer Cooperative Program
7938 Chestnut
Kansas City, MO 64132

This is a cooperative sharing project involving eight not-for-profit and public school programs in the greater Kansas City, Missouri area. Consultation services are available for persons interested in learning more about applications of computers to handicapped children. Also available are bibliographies of various software for educational and administrative uses. A small fee is necessary for the above services. Contact Michael Rettig at (816) 363-4606.

Regional Consortium for Education and Technology (RCET)
10601 Clayton Road
St. Louis, MO 63131
(314) 992-3447

Provides for software preview, conferences, and inservice training. Membership required.

Special Education Software Center
Building B, Room S312
333 Ravenswood Avenue
Menlo Park, CA 94025

For technical assistance call (800) 223-2711 or TTY (800) 435-7639. For software information call (800) 327-5892.

RESOURCES FOR GOAL 4

1. Sample IEP Summary Forms
2. Sample Weekly Assignment Form
3. Instructional Strategies Samples
4. CITE Learning Styles Instrument
5. CITE Teaching Strategies Plan
6. Sample Behavior Contracts
7. Sample Evaluation Checklists
8. Grade Contract Form
9. Point Systems for Determining Grades
10. Curriculum Modification Suggestions

I.E.P. SUMMARY FOR VOCATIONAL STUDENTS

NAME ______________________________ SENDING SCHOOL ________________

VOCATIONAL PROGRAM _____________________________ GRADE _____________

SPECIAL SERVICES PLACEMENT ____

____

TESTING INFORMATION:

INTELLIGENCE/DATE	APTITUDE/DATE	ACHIEVEMENT/DATE
VERBAL:		READING:
PERFORMANCE:		
FULL SCALE:		MATH:

PREFERRED LEARNING STYLE: ____ AUDITORY ____ VISUAL ____ COMBINATION

STRENGTHS	WEAKNESSES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

VOCATIONAL INTERESTS/GOALS

ADDITIONAL COMMENTS: (HEALTH CONCERNS, ATTENDANCE, BEHAVIOR, MOTIVATION, ETC.)

Completed by ______________________________ Date _______________

SUMMARY OF IEP INFORMATION

Student ____________________ D.O.B. _________ Handicap ___________

Parent's Name ____

Parent's Address ____________________________ Phone ___________

Grade __________ Age ___________ School ________________________

Counselor _______________________ Hall __________ VRE __________

Vocational Class _____________________ Voc. Instructor __________

Vocational Evaluation Completed: ___ Yes ___ No

This Vocational Class was recommended from the Voc. Eval. ___ Yes ___ No

Attendance Information: ____

____

____

Special Behavior Concerns: _______________________________________

____

____

Added Information: ____________ Test Scores ______________________

____________________________ ______________________________

____________________________ ______________________________

____________________________ ______________________________

WEEKLY ASSIGNMENT FORM

CLASS ______________________________	CLASS ______________________________
WEEK ______________________________	WEEK ______________________________
TEACHERS: PLEASE INDICATE YOUR PLANS FOR THE COMING WEEK. BE SURE TO LIST ALL READING AND WRITTEN ASSIGNMENTS, TESTS, AND ANY SPECIAL PROJECTS YOU MAY ASSIGN. IF YOU PLAN TO LECTURE, INDICATE THE LESSON(S) YOU WILL BE COVERING. IF YOU WILL BE IN SHOP, JUST WRITE THAT IN THE BOX. THANK YOU.	TEACHERS: PLEASE INDICATE YOUR PLANS FOR THE COMING WEEK. BE SURE TO LIST ALL READING AND WRITTEN ASSIGNMENTS, TESTS, AND ANY SPECIAL PROJECTS YOU MAY ASSIGN. IF YOU PLAN TO LECTURE, INDICATE THE LESSON(S) YOU WILL BE COVERING. IF YOU WILL BE IN SHOP, JUST WRITE THAT IN THE BOX. THANK YOU.
MONDAY	MONDAY
TUESDAY	TUESDAY
WEDNESDAY	WEDNESDAY
THURSDAY	THURSDAY
FRIDAY	FRIDAY
COMMENTS	COMMENTS
PLEASE RETURN TO ________ MAILBOX BY MONDAY.	PLEASE RETURN TO ________ MAILBOX BY MONDAY.

INSTRUCTIONAL STRATEGIES

SUGGESTIONS FOR FACILITATING LEARNING FOR ______________________________

______________________________ learns best by the following modes:

_____ Visual Language
_____ Visual Numeric
_____ Auditory Language
_____ Auditory Numeric
_____ Tactile Concrete

_____ Social Individual
_____ Social Group
_____ Oral Expressiveness
_____ Written Expressiveness

In order to best help this student learn:

_____ 1. Use books, pamphlets, and other written material to enhance learning; write important information on the board; hand out written instructions; or have student(s) take notes in class.

_____ 2. Use worksheets and workbooks for student. Work problems on the board or have student work them on the board.

_____ 3. Use tapes, lectures, rote oral practice, or class discussion to help student hear information to be learned.

_____ 4. Read problems aloud as they are worked. Student will also benefit from discussions of problems and concepts.

_____ 5. Student will need some hands-on experience to supplement learning. Use the actual materials when describing a new idea or concept.

_____ 6. Give student time to work alone or with VRE on assignments.

_____ 7. Student will need to interact with other students to review for tests. Group study time should be allowed.

_____ 8. Allow student to present reports to class or on tape for credit. Demand a minimum (but high quality) or written work. Evaluate more on oral work than on written tests.

_____ 9. Allow student to write reports and keep journals and notebooks for credit. Emphasize written tests. Oral work should be minimal.

_____10. Tape record directions or reading materials for student.

_____11. Provide illustrations. Give examples of completed assignments. Use pictures or materials directly related to the material.

_____12. Allow oral feedback in small parts to aid reinforcement. Aide student in organization so he can explain new information. Ask student to explain process to make sure he/she understands.

TEACHER'S NOTEBOOK

IMPROVING TEST-TAKING SKILLS OF ADOLESCENTS

Adolescents may have good thinking and/or study skills, yet still have difficulty taking tests. Performing well on tests requires a combination of three elements: good organizational skills, good preparation, and a proper attitude toward tests and self. There are a number of things teachers and parents can do to help the student improve these skills.

Organizational Skills

Students with testing problems are often easily distracted, have a short attention span, or respond to test items at random. Teachers and parents need to:

-Develop a program which will help the student concentrate and organize.
-Emphasize the benefits of scheduling and managing time properly, to avoid the stress of studying too little, or cramming too late.
-Outline a specific formula for taking tests, such as the one which follows:

-Commit yourself to doing the best you possibly can, and to keep at it no matter how difficult it seems.
-Read all items on the test first. Read and fully understand the directions.
-Make notes of words, phrases, or thoughts which come to mind as you read over the test.
-Answer the easy questions or the ones you are sure of first.
-Skip difficult items at first, but mark them in the margin to be sure you don't overlook them later. Often one question or answer will give you the "cue" you need to answer another question.
-Return to the items you are not sure of, and answer them as best you can.
-Remember that a wrong answer is usually better than no answer, so don't leave anything totally blank.
-Review all your answers, but change them only if you have good reason.
-When answering essay questions, make notes on scratch paper or the back of the test. If there is time, develop an outline. Two minutes spent organizing can save ten minutes of rewriting and a lot of frustration.
-If possible, ask the teacher to clarify questions you really don't understand. If it's not possible to ask for clarification, note somewhere on the test that you did not understand the question.

Preparation

Preparation involves knowing the material, knowing the scope of the material being covered, and knowing the form of the test. Students should learn these tips:

-Teachers give different types of tests. Know exactly what kind of test will be given (essay, multiple choice, etc.).
-Be specific about what material will be covered, and to what depth. What is expected in an answer?
-If old tests are available, obtain them to get a better idea of the kinds and depth of questions. If possible, talk to others who have had the teacher.
-Set up a study schedule for each test, concentrating on specific areas of the material each day, and reviewing all the materials afterwards.
-Draw analogies wherever possible, relating or comparing some new idea or fact with another already known or understood. It makes both easier to remember.

Attitude

A positive mental attitude is understood as one of the greatest assets in any undertaking, including test-taking. Parents and teacher must work together with a student if an attitude problem is identified.

-Talk with the adolescent about his attitude toward test-taking. Help him or her identify problems encountered in the past. Find out which tests are easiest to study for, and which types of questions are most difficult.
-Recognize that adolescents are coping with a great many physical, social, and emotional pressures at the same time they are trying to digest larger and more complex amounts of new study material. Help the student learn the self-discipline which will allow him or her to keep those pressures from interfering with studying and test-taking.
-Be patient. Built-up frustrations from past test-taking failures may prevent a student from even beginning a task that involves, say, reading, writing, or spelling.
-Positive reinforcement is important. Praise areas of strength, compliment improvements in scores even if they are slight, and try to avoid negatives when acknowledging areas which need improvement.

ADDITIONAL NOTES:

FOR ADDITIONAL INFORMATION, contact:
Interrelated Teacher Education Project
UAB Building One, Ste. 157
Birmingham, AL 35294
(205) 934-7520

INSTRUCTIONAL STRATEGIES

THINGS THE VOCATIONAL OR MAINSTREAMED TEACHER CAN DO TO HELP THE DISABLED STUDENT TO SUCCEED

By Karen Otazo

WORKING WITH THE SPECIAL NEEDS STUDENTS

As you work with special needs (handicapped and/or disadvantaged) students, you will find yourself automatically proceeding to a higher level of individualized instruction. Your role will immediately become that of a diagnostician, tutor, and manager of learning. With experience, individual planning with individual attention can become easy.

With students who are aware of their own goals, quantity and expectations will naturally vary. The student's reading, writing, motor or memorizing ability will exist in very different degrees by the time you meet him or her in a vocational setting. Therefore, you have different expectations and goals for students according to their ability.

Modifications of goals and materials are contingent on an open student-teacher relationship. Negotiate and evaluate goals constantly to have the student work at the level you feel he or she is capable of. At the same time, negotiate for alternative levels and types of performance to prevent frustration and loss of motivation. Although negotiation is time-consuming, it helps to keep communication lines open and motivation high.

Many instructors who work with special needs students do not realize that their efforts and hard work now will result in substantial savings for everyone concerned in the long run. Social rehabilitation or a sense of personal failure on the part of a student is far more costly than the time or energy it will cost you to help avoid such outcomes. You can do it!

There are many academic and vocational instructors who modify their teaching styles when dealing with students who have weak reading or writing skills and never even realize it! Some modifications that have met with success are outlined on the next seven pages.

GOAL SETTING TIPS

1. Allow each student to experience success based on his/her ability and, when necessary, modify instruction.
2. Tell students precisely what you expect them to memorize or know and when notes and tables can be consulted.
3. Tell them precisely what you expect them to produce.
4. See if they agree that they can meet your expectations.
5. Tell the student each day or week that separate and discrete goals are expected.
6. Set up contracts with students who are not producing.
7. Establish short and long-term goals for each student based on his/her ability and continued progress.
8. Decide whether it is memorization or understanding that is more important.
9. Emphasize quantity OR quality; not both.

TIPS FOR WRITING EXAMINATIONS

1. Recognition is easier than recall. Can you evaluate this way?
2. Avoid essay questions, especially when there are students in the class with difficulties in writing effectively.
3. If student is a poor reader and unable to write well, let him tape his answers if possible.
4. Keep language simple. Avoid sentence structure which may be difficult to understand.
5. For fill-in questions, supply a word list. Students with learning difficulties often have word-remembering problems. They may know the concept and be able to recognize the word without being able to recall or spell it.
6. For multiple choice, the longer component should be on the left and the shorter one on the right.
7. For work sheets dealing with essay or short answer, initially give page number beside the questions. Gradually ease off on the numbering.

TIPS FOR GIVING DIRECTIONS

1. Give only one or two directions at a time and check to make sure they are understood.

2. Ask students to put your directions into their own words.

3. When there are written directions, try to make sure that each section of an exercise has its own directions, even if this means you must rewrite them.

4. Read directions to the class and interpret, if necessary.

READING TIPS

In your classroom, you will have students reading at many different grade levels. To help match their differing abilities with your materials, you might consider some of these suggestions:

1. Evaluate the readability (reading level) of all chapters of a text, manual, pamphlet, or handout.

2. If your course is going to be described in a catalog or program, indicate at what reading level the texts you use are written. Indicate if there are substitute texts or tapes to help the student with a reading difficulty.

3. Have available materials at many reading levels - from elementary to college level.

4. Record lectures.

5. Request easier-to-read materials from publishing companies. Request that ALL publishing or printing companies rate their materials at a reading level.

6. Have recordings of texts available. These may be obtained commercially or have students record them for extra credit. Have volunteer groups/parents record texts for you.

Texts that are easier to read at any reading level usually have the following characteristics:

   a. Pages that have enough blank space so as not to be confusing. This is especially true when there are pictures or diagrams involved.

   b. Bold print or capital letters or different colored ink for important subject heading.

c. Vocabulary in bold print or defined on the same page it is used or at the beginning or end of each chapter.

d. A glossary and index. The glossary should include a guide to pronunciation.

There are several different methods by which you can describe the readability of instructional materials. Check with the special needs personnel of your school, your vocational director, or your State Department of Education consultant. Readability is not at all difficult to determine and will save you and your students hours of frustration and difficulty.

EVALUATION AND GRADING TIPS

1. Use occupational competence for one unit or component of a grade.

2. Use progress and record charts; both individual and wall size.

3. Try rewarding behaviors that are important (attendance, getting along with people, etc.) with a definite number of points toward the class grade.

4. Reward affective behaviors like finishing work and paying attention, as well as cognitive behavior, like mastering the course content.

PRESENTING MATERIAL

1. If you cannot read a mimeographed handout of your own, think about the student who has troubles without this added frustration.

2. Break down complex ideas and tasks into smaller component tasks.

3. When presenting material, explain a phrase or a sentence at a time, and pause. Slow down to 55 words per minute (and save).

4. Decide what prerequisite skills students need to successfully handle the material presented. Do your students have them?

5. Write important phrases on the board as you say them. Seeing and hearing at the same time act as a reinforcement.

NOTE TAKING

1. Print information on one side of the board at a time . . . walk to the other side and continue. Come back to the first side and erase. Then, start all over. This gives the student a chance to copy as much information as possible. Make sure to print. Teach your groups how to outline, scan for key information, and locate answers in the material.

2. Leave blanks in a hand-out.

3. Emphasize important material in some texts with a colored hi-lighter. Let your weaker students use the texts that you have thus outlined.
4. Use overhead - keep notes.

5. Decide what material the student really must know and what material must be memorized. If a student understands a concept, he or she will retain it better than if it is simply memorized.

6. If students are required to copy outlines or long passages, either from lecture or from the board, mimeographing the material helps. It is easier for the student to memorize material if it is mimeographed than just in lecture form.

7. It is helpful for the instructor and the student to have the five or ten main points of the lesson (phrases are enough) in front of him during the class. Mimeograph and leave plenty of room between each heading for the student's notes. Instructors might ask the student to keep these in a folder or notebook. This collection of notes gives students with poor memory and poor organizational abilities something to help organize their thinking and help them remember.

8. Outline the work for the entire week, day-by-day, including pages to read, homework assignments, projects, etc.

9. Use a student that you know is a good notetaker for getting information to one who is not. Use carbon paper, xerox, etc.

10. Tape your lecture.

11. It is often difficult for students with learning problems to generate a procedure operation on their own. It is helpful to return to basic principles which are involved in each new procedure.

12. Pictures in textbooks help the student to visualize and conceptualize. However, it may be necessary to coordinate the picture with the part of the text it represents. Color coding may be helpful in these cases.

13. It is important to associate symbols with concrete examples. Flash cards can be used with picture examples.

14. Asking students to visualize and possibly act out the steps in an operation may assist them in learning.

15. The ability to read charts and graphs may be a skill the student has never acquired. It may be necessary to teach this concept as a separate skill.

16. Reviewing daily and going back to already-learned ideas helps students with learning difficulties. It is surprising how fast students may forget what they seemed to know well.

VOCABULARY

1. Define terms in words as simply as possible. If one word in a definition is not understood, the whole meaning can be lost.

2. Use operation definition. That is, "What is it used for" can be most effective. Remember to evaluate on this basis, too.

3. Use the words in the context of the job or other related area so that specific examples stimulate interest and motivate the student to learn and remember. Make it funny or absurd to help memorizing. Example: quenching-treated steel makes it harder and "not thirsty." Draw some steel drinking.

4. Deal with new vocabulary by relating it to words and terms that have already been learned.

5. Always place vocabulary in the context of a sentence or paragraph.

6. Have students put new vocabulary into their own words and give examples: "Tina drew on the metal with a scriber."

7. If applicable, show the language root of the word and divide the syllables according to pronunciation.

   Example: py rom et er - an instrument for measuring very high degrees of heat, as in a furnace or molten metal.

   "John measured the temperature of the furnace with a pyrometer."

   Pyro = fire

   Meter = measuring device

SKILL ACQUISITION

1. Doing things in sequence is often troublesome. Breaking down the sequences into small groupings may help.

2. There is often difficulty in understanding basic directions such as left/right, clockwise/counter-clockwise, and turning things. It is better to use a fixed object in the room (windows, doors or other machinery) that a student can remember rather than the designations "right" and "left." For example: "Move the wood toward the window."

3. Occasionally, a student will have a problem with the coordination of the right and left hands, two-handed tasks or tasks involving one hand for safety while the other pushes. Hand and finger positions could be pointed out, approximated and practiced. Tactile or other clues for hand and feet placement give extra help.

BEHAVIOR

1. Tell a student when he or she does something right, even when it is a small thing.

TIPS FOR MEMORIZING

1. Put into a context. Always emphasize the main point when talking about the details. Repetition helps in small frequent doses. Five minutes a day will be enough for rote memorization.

2. Some pressure (for short periods of time) helps the concentration necessary for memorizing. One-minute speed drills for math problems after the initial practice period drills with the student correcting his/her own answers work well.

3. A good technique for memorizing vocabulary words or spelling is to:
   a. Write the word while copying it letter-by-letter from a model.
   b. Count the number of letters.
   c. Write the word in syllables. Say the syllables.
   d. Cover the word and write in syllables from memory.
   e. Compare and correct.
   f. Write the word from memory.
   g. Compare and correct and start the process again if incorrect.

   This whole process takes about one minute.

4. Mnemonics (aids used to improve/develop the memory) are one of the best devices. They may initially take some skill and imagination on the teacher's part to make them catchy and concrete.
   a. Make up a short rhyme.
      For memorizing the "ight" words in English make up a rhyme (there is only a small number of them). "The knights like to fight in their bright armor. They might be on theright in light before the night.
   b. Have the student picture what he needs to know. To remember the days of the week (when you need to do something or when something is due):
      Monday = "money" (a pile of coins and bills)
      Tuesday = "dues-day" (picture your dues being paid)
      Wednesday = "wed day" (picture a bride)
      Thursday = "thirsty"
      Friday = "fry day" (this was easier when it was fish day, picture fried fish)
      Saturday = "sat day," the day you sit (see yourself sitting)
      Sunday = "sun day" (picture a bright sun)

      * Notice that this technique uses rhyming and visualization. Both of these are very useful devices.
   c. Encourage students to fantasize and let their minds wander when they are trying to remember. What does the material remind them of? A device that they come up with will be long remembered. It works better if it's suggestive or silly.
      In carpentry, the students will remember the flashing, hips or underlayment better if the see the term visually with its suggestive meaning. It's important to picture the term in its real meaning with the memory device attached or superimposed.

d. Rhyming words can increase in value if they are additionally connected to the words or idea you are trying to memorize. Using the word "statue" to help a student memorize "statute" is increased if you also note that a "statute" tends to be permanent and fixed like a "statue." (For this one, The Statue of Liberty works well because it is familiar.)

e. Draw a picture around a mathematical formula to cover the whole formula with a pattern so that the students do not leave any part of it out.

f. Repeat words or directions to memorize on cassette tape. Have students play during class period a while during other tasks.

ORGANIZING AND STRUCTURING

1. Each student should have loose leaf paper of different colors or a spiral bound notebook for each class.

2. Folder with pocket in it to hold papers form each class. (A brand name is "Duo-Tang"). This can be hole-punched to fit in a notebook.

3. A paper calendar for the loose-leaf notebook of approximately the same size as the notebook. (Banks are a good place to obtain multiple copies.) Place at front of notebook.

4. A plastic pouch for pens and pencils (always have two with you) that has holes to match notebook ring binders.

5. A code reminder to indicate when an assignment is due and another for a week before it's due.

PROCEDURAL ORGANIZATION

1. When giving an assignment, have the class mark their calendars immediately. To reinforce calendar use, have class refer to it daily.

2. Set time and quantity goals for each student and grade all aspects of the assignment, quality, time usage and quantity.

3. Contract for behavior changes and have the contract go in the notebook.

4. Assign grades via xerox checks so that students have a sense of the "real world," and have a chance to use reading and math skills. Have them keep an "account."

From the Center for Innovative Teaching Experiences

C.I.T.E. Learning Styles Instrument

Babich, A.M., Burdine, P., Allbright, L., Randol, P.
Wichita Public Schools
Murdock Teacher Center

		Most Like Me			Least Like Me
1.	When I make things for my studies, I remember what I have learned better.	4	3	2	1
2.	Written assignments are easy for me to do.	4	3	2	1
3.	I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4.	I learn best when I study alone.	4	3	2	1
5.	Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6.	It's harder for me to do a written assignment than an oral one.	4	3	2	1
7.	When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8.	If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9.	I understand a math problem that is written down better than one I hear.	4	3	2	1
10.	I don't mind doing written assignments.	4	3	2	1
11.	I remember things I hear better than things I read.	4	3	2	1
12.	I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13.	I would rather read a story than listen to it read.	4	3	2	1
14.	I feel like I talk smarter than I write.	4	3	2	1
15.	If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16.	I like to work in a group because I learn from the others in my group.	4	3	2	1
17.	Written math problems are easier for me to do than oral ones.	4	3	2	1

18.	Writing a spelling word several times helps me remember it better.	4	3	2	1
19.	I find it easier to remember what I have heard than what I have read.	4	3	2	1
20.	It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21.	I like written directions better than spoken ones.	4	3	2	1
22.	If homework were oral, I would do it all.	4	3	2	1
23.	When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24.	I get more work done when I work with someone.	4	3	2	1
25.	Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26.	I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27.	The things I write on paper sound better than when I say them.	4	3	2	1
28.	I study best when no one is around to talk or listen to.	4	3	2	1
29.	I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30.	Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31.	When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32.	I can learn more about a subject if I am with a small group of students.	4	3	2	1
33.	Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34.	I like to make things with my hands.	4	3	2	1
35.	I like tests that call for sentence completion or written answers.	4	3	2	1
36.	I understand more from a class discussion than from reading about a subject.	4	3	2	1
37.	I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1

38.	Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39.	It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40.	I like to study with other people.	4	3	2	1
41.	When teachers say a number I really don't understand it until I see it written down.	4	3	2	1
42.	I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43.	Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44.	I do well on tests if they are about things I hear in class.	4	3	2	1
45.	I can't think as well when I work with someone else as when I work alone.	4	3	2	1

C.I.T.E. Learning Styles Instrument
Score Sheet

Visual Language

5 --- ______
13 --- ______
21 --- ______
29 --- ______
37 --- ______

Total ____ x 2 = ____ (Score)

Social-Individual

4 --- ______
12 --- ______
20 --- ______
28 --- ______
45 --- ______

Total ____ x 2 = ____ (Score)

Auditory Numerical

7 --- ______
15 --- ______
23 --- ______
31 --- ______
39 --- ______

Total ____ x 2 = ____ (Score)

Visual Numerical

9 --- ______
17 --- ______
25 --- ______
33 --- ______
41 --- ______

Total ____ x 2 = ____ (Score)

Social-Group

8 --- ______
16 --- ______
24 --- ______
32 --- ______
40 --- ______

Total ____ x 2 = ____ (Score)

Kinesthetic-Tactile

1 --- ______
18 --- ______
26 --- ______
34 --- ______
42 --- ______

Total ____ x 2 = ____ (Score)

Auditory Language

3 --- ______
11 --- ______
19 --- ______
36 --- ______
44 --- ______

Total ____ x 2 = ____ (Score)

Expressiveness-Oral

6 --- ______
14 --- ______
22 --- ______
30 --- ______
38 --- ______

Total ____ x 2 = ____ (Score)

Expressiveness-Written

2 --- ______
10 --- ______
27 --- ______
35 --- ______
43 --- ______

Total ____ x 2 = ____ (Score)

Score: 33 - 40 = Major Learning Style
20 - 32 = Minor Learning Style
5 - 20 = Negligible Use

USING THE CITE TO PLAN TEACHING STRATEGIES

Identify strong or adequate skill areas with +

Identify depressed or inadequate skill areas with -
as an overview and instruction plan for intervention.

Visual Numerical, Arithmetic Readiness

____ 1. Give fewer problems at 1 time
____ 2. Fold worksheets into sections that present a few problems at 1 time
____ 3. Provide manipulation of concrete objects such as puzzles or letters, then progress to interpretation of abstract concepts
____ 4. Tape (record) directions and reading material for those having difficulty with directions sequencing and memory
____ 5. Arrange problems in order of difficulty
____ 6. Provide for extra skill practice that varies somewhat from the original instruction

Auditory Language

____ 1. Modify language level (vocabulary)
____ 2. If oral directions are not being understood, also provide written directions or record them on tape
____ 3. Use a peer tutor to coach the student through step-by-step directions or materials
____ 4. Vary voice pitch and accent the important items so that students recognize significant information
____ 5. Simplify and reduce the difficulty level of the instruction, or improve the match to student's learning preference style
____ 6. Prepare a list of new terms in the materials and take time to explain terms

Kinesthetic-Tactile and Motor Skills

____ 1. Enlarge space for responses, or use blackboard
____ 2. Separate skills into their tasks and teach individually, after mastery recombine tasks into a skill and practice
____ 3. Enlarge spaces between lines
____ 4. Provide hands-on experiences whenever possible (touching/feeling a machine or tool in development of skill in using it)
____ 5. Avoid placing the student with poor motor skills in an embarrassing situation, instead, provide repetition and explicit directions

Auditory Numerical

____ 1. Drill on learning number sequences with an increasing number of digits
____ 2. Student may need to say a problem to himself while working on the solution

Expressiveness - Written

____ 1. Provide illustrations to supplement reading material
____ 2. Diagram the described response from learner
____ 3. Use pictures/illustrations directly related to the material
____ 4. Use programmed learning to develop written expression

Expressiveness - Oral

____ 1. Aid the students in organizing the concepts so they can express themselves in terms of the new information
____ 2. Expect feedback of small parts of the instruction so that reinforcement becomes a stimulus for further work

Visual Perception and Visual Skills (language and numerical)

____ 1. Enlarge print size
____ 2. Reduce distractions or use fewer problems/page
____ 3. Increase space for writing answers or provide separate answer sheet
____ 4. Retype materials double spaced or larger
____ 5. Use color codes to emphasize important information and directions
____ 6. Provide arrows to direct movement in certain directions
____ 7. Frame, highlight, or outline shapes
____ 8. Have learner trace shapes and/or letters, members
____ 9. If the material is visually confusing, cut a window of construction paper to focus on 1 part at a time
____10. Color code topic sentence or direction or math symbols.

Social-Individual

____ 1. Boost student's ego occasionally to improve self-concept
____ 2. Compliment student when appropriate
____ 3. Take personal interest in student
____ 4. Help the student to become confident about what he/she can do
____ 5. Provide a quiet place for student to work alone

Social-Group

____ 1. Involve student in group work
____ 2. If situation allows, utilize this student in minor leadership roles, i.e., shop foreman
____ 3. Show personal interest in student
____ 4. Provide small group activities

BEHAVIOR CONTRACT

I, ______________________________, will follow the following contract so that I can remain in Ag Power I.

______________________ Assistant Director

______________________ Student

______________________ Vocational Resource Educator

______________________ Parent

____________ will pick up a sheet each morning from ________ office and will take it to his 3rd hour, Ag Power I class. ________ will check the appropriate boxes, if necessary, and will sign the sheet. ________ will then return the sheet to ________ after class. Depending upon the rules broken, the consequences listed below will be followed.

RULES	OCCURRENCES			
	1st	2nd	3rd	4th
1. Use appropriate language at an appropriate volume level, this includes not bothering or interfering with other students.				
2. Stay in his assigned area the entire class period, this includes staying out of the shop area for Ag Power II and Ag Construction.				
3. Accept directions and corrections without argument. 4. Begin work on time and stay on task.				

If the rules are broken:

1st consequence: If there are 2 occurrences of the rules being broken in 1 day, ________ will go to IBD the following day for 3rd hour.

2nd consequence: If there are 6 occurrences of the rules being broken during 1 week, a meeting will be held with ______, ______, ______, and ______ (if available) to discuss consequences.

a. ________ will go to IBD for a determined number of days.

b. ________ will lose the right to remain in Ag Power I and may be subject to loss of credit. At this time also, the Career Center will need to reevaluate this application for vocational training for next year.

If ____________ fails to pick up the contract or fails to return it signed, he will go to IBD for 3rd hour the next day.

Copies of the days report will be given to ________ to take home to his parents. ________ parents will be encouraged to reinforce positive and negative behaviors.

PERFORMANCE CONTRACT

I, ____________________, agree to do the following in order to remain in my Microprocessor class.

1. Attend daily and be on time
2. Being neat and clean in appearance
3. Keeping up on daily assignments
4. Maintaining a grade of "C" or better
5. Getting along with co-workers and instructor:
   - A. not interrupting
   - B. laughing off co-worker teasing
   - C. accepting help from both instructor and co-workers
   - D. being polite, with good manners
   - E. keep working the entire period
6. Reviewing this contract every Thursday with _______________ after class
7. Keep my scheduled appointments at the Mental Health Center
8. Begin work on job seeking skill with _____________________

In reviewing this contract weekly, I need to have performed the above items at the level of acceptance by the instructor and the VRE. If I fail in any area, a weekly grading contract will be developed.

____
DATE

____

___________________________________, Instructor

___________________________________, VRE

___________________________________, Asst. to the Director

CONTRACT

Course:

Student: Teacher:

Dates: From ______________________________ To ______________________________

Goal(s):

Objectives: Evaluation:
(Checklist or Descriptive)

I agree to complete the above goals and objectives satisfactorily.

Student ____ Date ___________________

I agree to help the student complete the above goals and objectives.

Teacher ____ Date ___________________

If the student completes the goal(s) and objectives satisfactorily he/she will receive a grade of __________.

CONTINGENCY CONTRACTING FORM

Note: Contingency contracting can be done on either a verbal or written basis. The form below is an example of the less frequently used written contract form.

Contingency Contract

involving

Instructor(s): ____________________ Learner: ____________________

____

____________________ Date: ____________________

TARGET PERFORMANCE:

____

____

____

If the above stated target performance is successfully demonstrated by the learner, the incentives/rewards listed below will be provided by the appropriate instructional staff.

INCENTIVES/REWARDS:

____

____

____

Signatures

Learner: ____________________ Instructor(s): ____________________

____

Date: ____________________ ____________________

Affective Evaluation Rating Scale

Sample 1: This is a rating scale that can be used to observe student performance in the affective area in an on-the-job situation or simulated job experience.

Assessment of Student Selling Goods to Customers

Student's Name ________________________________ **Date** ________________

Evaluator ____________________________________ **Title** ________________

Directions: Rate the student or employee on the following 5 points by placing an X along the rating scale to the right of each item.

	Poor			Good			Excellent	
1. Greets customer pleasantly.	1	2	3	4	5	6	7	8
2. Aware of customer's needs.	1	2	3	4	5	6	7	8
3. Knowledgeable about products.	1	2	3	4	5	6	7	8
4. Etc.								

SOURCE: Excellence through Instructional Management: Vocational Instructional Management System in Missouri
PUBLISHERS: Department of Elementary and Secondary Education, Jefferson City, Missouri

PERFORMANCE RATING SHEET

Charge a Battery

Assessment: Rate the student's level of performance on each of the following performance components involved in charging an automobile storage battery. Indicate the student's level of accomplishment by placing an "X" in the appropriate column under the Level of Performance.

	Level of Performance				
	NONE	POOR	FAIR	GOOD	EXCELLENT
The Student:	0	1	2	3	4
1. Test the battery . . .					
2. Cleaned the batter . . .					
3. Followed the correct procedure . . .					
4. Followed the safety practices . . .					
5. Cleaned and returned all tools . . .					
The Battery: 6. Showed a full state of charge . . .					

Level of Performance

All items must receive Good or Excellent responses. If any item received a None, Poor or Fair response, the learning experience, or part of it, must be repeated. Discuss this with your teacher.

0	1	2	3	4
U	D	C	B	A

SOURCE: Sarkees, M. & Scott, J. Vocational Special Needs, Preparing T & I Teachers. Alsip, IL: American Technical Publishers.

PROCESS CHECKLIST
Task No. 021

TASK: Type a letter in full block style.

		YES	NO
*1.	Singlespaced		
2.	Centered letter horizontally		
3.	Centered letter vertically		
*4.	Began all lines at left margin		
5.	Typed date on line 13-15		
*6.	Typed attention line before salutation		
7.	Typed Mr/Ms in attention line		
*8.	Typed a plural salutation		
*9.	Doublespaced before company name		
*10.	Typed an appropriate complimentary closing		
*11.	Doublespaced before company name		
*12.	Typed company name in all capitals		
*13.	Left 3 blank lines for handwritten signature		
14.	Typed reference initials		
*15.	Typed carbon copy notation		
*16.	Typed a mailable letter		

TOTAL POINTS 16

Points Earned ____

*mastery required

Number needed for Mastery 12

Product Attempt	1	2	3	4
Date of Attempt				

SOURCE: Excellence through Instructional Management: Vocational Instructional Management System in Missouri
PUBLISHERS: Department of Elementary and Secondary Education, Jefferson City, Missouri

STUDENT GRADE CONTRACT

I, ________(student's name)________, agree to complete the following objectives and activities by ____(date)_____.

1.

2.

3.

4.

______________________________ (student signature)

______________ (date)

I, ________(teacher's name)________, agree to award a grade of _______ upon completion of all objectives and activities listed above, if completed by ____(date)____.

Monitoring System

	Date Started	Date Completed	Teacher Initial
Objective 1			
Activity 1.1			
Activity 1.2			
Objective 2			
Activity 2.1			
Activity 2.2			

Etc.

POINT SYSTEM FOR DETERMINING GRADES

Evaluation Factor	Points
Task Performance (10 test @ 30 pts each)	300
Written Exams (3 Exams @ 100 pts each)	300
Work Habit Development (10 observations @ 20 pts each)	200
Attitude and Effort (10 observations @ 10 pts each)	100
Outside Assignments (5 evaluations @ 20 pts each)	100
TOTAL	1000

Point Conversion Chart

Points	Grade
800 - 1000	A
600 - 799	B
400 - 599	C
200 - 399	D
0 - 199	F

WEIGHTED POINT SYSTEM FOR DETERMINING GRADES

Evaluation Factor	Points	Weight	Weighted Points	Percentage of Total Weighted Points
Task Performance (10 tests @ 30 pts each)	300	.20	60	60%
Written Exams (3 exams @ 100 pts each)	300	.05	15	15%
Work Habit Development (10 observations @ 20 pts each)	200	.05	10	10%
Attitude and Effort (10 observations @ 10 pts each)	100	.05	5	5%
Outside Assignments (5 evaluations @ 20 pts each)	100	.10	10	10%
TOTAL	1000			

NOTE: Weights can be arbitrarily assigned or they can be assigned on the basis of percentage of total weighted points. This can be calculated by converting weighted points on a 100 point scale which reflects the desired percentage value. The weights can then be determined by dividing the weighted points by the total points assigned to each factor. For example, task performance was given a percentage weight of 60 percent in the chart above or a weighted point value of 60. The weight value was calculated by dividing 60 by 300 which gives a weight of .20. To determine a given student's weighted point value for any factor, simply multiply the total points earned by the assigned weight. To avoid small numbers, one could simply multiply by a value of 2 to convert the 100 point scale to 200.

Point Conversion Chart

Points	Grade
90 - 100	A
80 - 90	B
70 - 80	C
60 - 70	D
Below 60	F

AVERAGING SYSTEM FOR DETERMINING GRADES

Evaluation Factor	Relative Weight	Maximum Points
Task Performance (10 tests @ 30 pts each)	50%	300
Written Exams (3 exams at 100 pts each)	20%	300
Work Habits (10 observations @ 20 pts each)	15%	200
Attitude and Effort (10 observations @ 10 pts each)	5%	100
Outside Assignments (5 evaluations @ 20 pts each)	10%	100

STUDENT EXAMPLE

Example of How to Calculate a Factor

Three Unit Written Exams

Exam 1 - 24 out of 30 pts converted to 100% scale (24 X 3.33 = 79.92)

Exam 2 - 45 out of 50 pts converted to 100% scale (45 X 2.00 = 90.00)

Exam 3 - 38 out of 40 pts converted to 100% scale (38 X 2.50 = 95.00)

265.00

Total = 265 265 - 3 = 88

To arrive at final weighted grade for exams simply multiply 88 X 22 (assigned weight) = 176.

Summary of Other Student Factors

Factor	Weighted Values
Performance Tests	282
Written Exams	176
Work Habits	192
Attitude and Effort	97
Outside Assignments	88
TOTAL	835

Grading Scale

880 - 1000 points = A
780 - 879 points = B
680 - 779 points = C
600 - 679 points = D
Below 600 points = F

Example Grade

Individual earned 835 points resulting in a grade of "B".

SOURCE: Vocational Special Needs, Preparing T&I Teachers, (1986).

MAKING MODIFICATION IN THE MAINSTREAM:

A CONSULTANT'S GUIDE TO COOPERATIVE PLANNING

R. Hunt Riegel

When special education teachers consult with general education teachers in order to support the mainstreaming of handicapped students, suggestions for modifications in teaching practices or materials are often met with resistance by the teacher. This may be due to any number of factors, including feasibility, difficulty of implementation, or the perception that the suggested modification would substantially alter the intent of the assigned activity (at times lowering the teacher's standard for mastery). The net result of this situation is usually frustration and negativism on the part of one or both of the professional staff involved. The following instrument has been developed in order to help consultants become aware of some of the possible objections which may be raised regarding particular modifications, and assist in the development of realistic recommendations for teachers.

The instrument consists of four parts. The first is a listing of 63 of the most frequently observed modifications in instruction used at the secondary level, culled from three years of cooperative planning between special education and regular education teachers in Plymouth, Michigan. These modifications have been grouped into 8 categories:

1. Modifying input methods
2. Modifying content
3. Modifying response methods
4. Modifying criteria
5. Modifying the environment
6. Breaking the task down
7. Changing reinforcers
8. Teaching strategies directly

The second part represents a "difficulty factor" associated with each modification, as reported by a sample of 185 middle school and high school general education teachers. This factor represents the average score (on a five point scale) assigned to each item by teachers in a variety of departments, in response to the request to indicate the number which "best reflects your perception of its level of difficulty". In this pilot version, it is suggested that the difficulty factor be interpreted at a fairly general level, with the following guidelines:

1.0 - 1.8: relatively easy
1.9 - 2.3: reasonable
2.4 - 2.8: will require effort and/or cooperation
2.9 - 4.0: difficult or very time consuming:
will often call for support or assistance

1981, Model Resource Room Project, Plymouth, Michigan.

The third part of the instrument is a compilation of the comments made by teachers regarding the reasons why an item may or may not be difficult to implement, or other considerations which must be given to the particular modification. The fourth part includes suggestions, tips, or other comments for the consultant to consider in helping to render a modification more readily accomplished.

This instrument is best used during the comparison or planning stages (steps 3 & 4) of the Cooperative Planning Process developed by the Model Resource Room Project. Having compared a student's strengths and weaknesses with the teacher's expectations for that student, the consultant will often find that a discrepancy exists between the two. This discrepancy calls for certain types of modifications in order to address the particular needs of that student and others in the class with similar problems (e.g., modifications in method of acquiring information; modification of the learning environment; modification in the method of student response, etc.). Of several alternatives possible for each of these modification types, the selection of the method of choice will often be made on the basis of its perceived style of teaching. The consultant may consider the difficulty factor reported for each item in arriving at a recommendation for the teacher, as well as the comments associated with each.

Teacher responses to the items were analyzed by level (middle school versus high school) and by type of course taught (academic versus performance; content versus laboratory courses). No differences were found in perceived difficulty between middle school and high school teachers. However, 17 of the 63 modifications were perceived in different ways according to the type of course being taught. These 17 items are presented with two different difficulty factors, according to the type of course represented. Courses were compared in several ways, with the following combinations reflected in the data reported below:

1. "Content" courses are those emphasizing concepts and factual subject matter mastery (e.g., History and Remedial Math)
2. "Lab" courses are those including an emphasis on demonstration or application (e.g., General Science and Industrial Arts)
3. "Academic" courses are those emphasizing grade-level cognitive attainment (e.g., History and General Science)
4. "Performance" courses are those calling for specific performance levels or demonstration of manual skills (e.g., Remedial Math and Industrial Arts)

Because this document is in its experimental phase, the information contained herein should be considered tentative. In addition, it should be noted that the difficulty factors associated with each item are averages only; individual teachers vary widely in terms of the difficulty which they associate with each modification. Because of this, it is highly recommended that the consultant check the perceptions of the individual teacher for whom modifications are to be recommended, preferably in a face-to-face interchange.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
1. Have talented student read to student with reading difficulties.	2.2 (academic & content) 2.6 (lab & performance)	-May be embarrassing for students with low skills. -Good students may not be willing. -Space away from the rest of the class is needed to do this. -Tapes are preferred because students can listen without distracting others and without taking other students' time.	-Find a private location; choose a friend or family member to do the reading. -Offer extra credit for helping student. -Request this help of students from other classes. (Consider drawing from higher grade levels.)
2. Have student listen to a tape recording of the text.	2.0 (content) 2.4 (lab)	-A place is needed; either a special table near an electrical outlet or a separate room. -The student would have difficulty hearing in a lab class. -Earphones would be necessary. -Takes time to check out tapes and equipment, to say nothing of making the tapes.	-Provide extension cords or battery-operated tape recorders. -Consider use of study hall time or involve parents. -Teach the student to assume the responsibility for checking out tapes. -Enlist the help of the librarian or media specialist to set up a taping program. -Use student aides.
3. Provide an alternate text or workbook.	2.2 (content) 2.6 (lab)	-Availability of alternative texts is not always good. -The student will be conspicuous. -Alternate texts fail to deal with the same material with the same depth. -Extra time is needed for preparing separate assignments and discussions.	-Check local and regional SEIMCs, as well as sales representatives for new materials. -Consider revised study guides and worksheets (see Development Report #1). -LD students will be able to contribute more to class than they could have with a harder book, even if the book doesn't have all the same ideas.
4. Read the test questions aloud to the student	2.9	-The teacher needs to be available to monitor other students taking the test, to prevent cheating, and to answer questions. Thus, a student aide or resource room teacher is requested to give the oral -test. -Oral tests take longer to give. -It's embarrassing to the student. -It's distracting to rest of class. The whole test could be read aloud to the whole class.	-One could seat students needing an oral test in the rear of the room, stand behind them and read the test, while still surveying the class. -Establish a period during the day for students needing oral tests to make appointments for assistance. -Tape the test ahead of time so it's available to students in the resource room. -Select a private location and time.
5. Provide written backup for oral direction.	1.8	-Use of overhead projector depends on class size and room size.	-Establish a permanent schedule for use of equipment. Have students deliver it.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
		-Write on handouts. -Post charts on walls for explaining new techniques. -Explain directions to special students individually. -This requires extra preparation time.	-Write key terms or ideas on board.
6. Provide written script for filmstrip at time of use.	1.9 (content) 2.3 (lab)	-Not always available. -Some students won't use it. -It's too dark in the room to use this at the time the class is viewing it. -A change of seating would be required if several students are involved. -Distracting; it's better for students to pay full attention to the tape or filmstrip.	-Aide, secretary, or parent could prepare. -Try; prepare the student first. -Have a dim light available for readers in one corner of the room during filmstrip presentation. -Xerox copies for each student. -An outline could be provided instead of a script.
7. Provide written script for filmstrip for later review.	2.0	-Not always available. -Students may lose it. -When and where could student do this? -Reading level is usually too high.	-Aide, parent, or student could prepare. -Make duplicate copies. -Provide resource room time or solicit parent assistance. -Allow viewing of filmstrip along with reading the script as a review.
8. Provide alternate media.	2.3	-For 1 to 3 students? What is the rest of the class doing? -Content is usually not equivalent. -Not available. -A separate time and location are needed. -We don't have enough A-V machines. -Lectures take less time and effort to prepare.	-An Autovance will not darken the room. Other students may use it later if they are interested, reducing the "stigma" of special treatment. -Use earphones for movies in a corner. -Use the resource room, the library or a conference room. -Avoid Fridays; plan ahead, sign up first. -Variety in instruction is helpful.
9. Give a demonstration.	2.2 (content) 1.8 (lab)	-Takes more preparation time. -Might involve extra materials. -Depends on the material.	-Remember, this doesn't have to be an everyday occurrence. Difficult concepts might be worth the extra time. -Solicit help from other students.
10. Type worksheets.	2.1	-I don't have skill in typing. -This takes more time. -Typewriters aren't available.	-Check with students in typing classes who want typing experiences. -Call on students who have neat and readable

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
		-We don't have enough aides or secretaries. -Too much of our work is charts, graphs, drawings, etc., which need to be done by hand.	work to provide such drawings, even if this is for the next semester. -Legibility is the issue here, not typing per se. -Check with students in graphic arts or drafting classes.
11. Use films or filmstrips instead of textbook.	3.0 (academic) 2.6 (performance)	-Not always available. -Not always interchangeable. -Difficult to sequence properly with text content. -Need a separate place to do this. -Difficult to do for just 1 to 3 kids. -Use media along with texts, rather than as a substitute.	-Coordinate with media specialist to supply listing of materials available (by topic), within the district and at regional centers.
12. Pre-teach vocabulary.	2.1	-Could be boring or redundant for capable students. -Time-consuming to prepare and present. -Too many words and concepts to choose from.	-Be careful about assumptions. This is a short lesson. Capable students can sit quietly, contribute to discussion, or get creative work. -Consult p. 42 of Maladies & Remedies. -Consultant could present short lessons in a separate setting, if advance notice is given. -Use as homework.
13. Highlight student's text.	3.3	-Lack of textbooks. -Time-consuming. -Providing a "key ideas" ditto is more practical.	-Seek additional funds; ask parents whether they wish to purchase. -Use inservice time, release time, or summer workshop time.
14. Mark material to be mastered.	2.6	-Too time-consuming. -This would be acceptable for worksheets, but I wouldn't write in the text.	-Prepare unit outline.
15. Select a text with fewer words per page.	3.1 (content) 3.6 (lab)	-Not available. -No funds for special books. -District text adoption plan requires specific texts. -Student may not be willing to use it.	-Special modifications may often be made for special students.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
16. Use study guides.	2.9	-Time-consuming to prepare. -Difficult because of number of kids. -Could be used as supplements for the text, but not as substitute.	-Time required diminishes with practice. -Compose at the typewriter. -Refer to Development Report #1: these study guides work for all students and don't require much time to correct. -What is the teacher's goal for the student? Study guides are helpful in teaching content.
17. Develop related spelling lists	2.4	-Some teachers prefer the phonics progression found in commercial materials. -Spelling is not perceived to be the province of some content area teachers. They require accuracy, but don't teach it. -University of Michigan has a list of words most often used by students in written work. -Math and Science teachers report doing this with their technical vocabulary.	-Show how this can be done briefly within their content vocabulary.
18. Relate concepts to students' previous experience.	2.5	-Students often have limited related experience. -This depends on the material and the students' experiences. -This item was unclear to some teachers.	-Use simulations or provide experiences. Give many examples. -In class discussion, solicit student-generated examples. -Provide examples for the teacher.
19. Use worksheets low in writing.	2.4 (content) 2.0 (lab)	-Time-consuming to make up two forms of each test. -Would rather spend extra time alone with students helping them master writing skills. -These worksheets may be too difficult for low readers.	-As an alternative, try dictating items on tape. -This modification assumes good reading, but poor writing. Try taping for poor readers.
20. Use specially lined paper to help space numbers & letters.	2.2	-Materials not available. -Not clear as to how to do this.	-Demonstrate raised line manuscript paper, lined ditto paper or graph paper, for this purpose.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
21. Accept alternate forms of information sharing (e.g., art).	2.3	-These are too "cutsie". -This doesn't work for all tasks; it depends on the material. -Students who have difficulty writing need practice, not alternatives. -Social problems arise when some are given work that is perceived as less demanding.	-Be sure the alternate selected is equivalent in terms of mastery shown and time required. Use alternatives sparingly. don't fight a teacher's value system. -Supplement instruction in a special setting. Consider offering alternatives to all students.
22. Have student answer test questions orally or dictate them for someone else to write.	2.5	-This requires a separate testing location, as well as an aide, to administer the test. -The student could write out a taped version of his/her own dictation. -This requires additional time. -Asking better students to help may be seen as an invasion of their rights.	-Identify an alternate location such as a resource room, conference room, or a small office. -Ask another student to help, if one objects.
23. Omit assignments which require copying in a timed situation.	2.4	-Outlines, handouts, or other dittos could supplement board notes, but teachers considered this too much extra work. -Teachers don't like to eliminate notetaking. -Some typing teachers were unwilling to give up the timed writing requirement, though others have done this successfully.	-Allow students to copy others' notes. -Limit the amount of material to be presented. -Leave information on the board for several days.
24. Allow a taped report instead of oral.	2.1 (content) -not as applicable in lab classes	-I lack the equipment. -Room noise and poor acoustics make tapes difficult to hear. -In fairness to other students, this would have to be explained; I want to protect the student from embarrassment.	-Select another time and location. -Prepare the class to accept differences. The teacher needs to set the tone. -The tape may or may not be played for the rest of the class.
25. Allow a written report instead of oral.	2.0	-Teachers may be unwilling to eliminate an activity in an area in which a student needs to improve. -Teachers may want other students to hear the information presented. -Teachers hesitate to let a student avoid an activity solely on the basis of personal preference.	-If oral practice is the purpose, suggest a tape or private discussion with the teacher. -Let the student read written report, or have another student read it. -Assure the teacher that the student's problem is legitimate; explain the student's disability.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
		-Teachers worry about the student's self-concept.	-Prepare the class to accept individualized assignments.
26. Ask questions requiring short answers instead of essays.	2.0 (content) 1.5 (lab)	-It's too time-consuming to make up two separate tests. -I feel that students should answer in complete sentences.	-State this rule. If the student really can't follow this rule in written form, consider another modification.
27. Give a take-home test.	2.2	-Too time-consuming to prepare. -Parents aren't always responsible to make sure the test is completed. -Wouldn't work in class requiring the use of machines. -Open notes tests in school are preferable. -I don't see any advantage to this.	-Meet with parents to establish ground rules and helpful guidelines. -With this, the student has more time.
28. Have student practice speaking in smaller groups before larger.	2.3	-Discipline may be a problem for group work. -My class would have to be reorganized around these students. -This item is unclear to me.	-Use group-building activities in preparation for the assignment. -Select another setting, such as the resource room. -Explain the nature of group processes and how they can be taught, as well as the purpose of desensitization.
29. Delete notetaking by using carbonized copy of another student's.	2.4	-The student should put forth some effort of his/her own. -This might promote inattentiveness in class for the student who doesn't have to take notes. -Notetaking is an important skill and should be taught to students needing it. -Some teachers prefer to provide the student with notes or an outline and have them listen in class. -There is a lack of talented students in remedial classes to provide notes for copying. -This might be perceived as an invasion of the talented student's rights.	-The student might turn someone else's notes into a short summary paragraph. -Help the teacher prepare a unit on notetaking, or teach this skill in the resource room. -Teach notetaking before requiring it. -Ask another student.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
30. Provide extra practice.	2.4 (academic) 1.8 (performance)	-Time-consuming to provide extra practice worksheets. -When and where would student do the extra work? -Since these students often do not complete regular assignments, how can they be expected to do more? -Student's don't take advantage of this when it is provided. -The course moves too rapidly for students to keep up.	-Use commercial materials for practice and drill whenever possible. Borrow worksheets from another teacher. -Resource room time, home study hall. -Give credit or double credit for practice assignments. -Monitor carefully so student doesn't become burdened. Consider another modification such as reducing amount.
31. Recognition rather than total recall tests.	2.3 (content) 1.8 (lab)	-Since teachers wouldn't always want to give this type of test to all students, two tests would have to be prepared. -Too time-consuming. -Depends on what is being tested.	-Refer to Study Guides and Worksheets section in Maladies and Remedies, and Development Report #1 for Model Resource Room Project.
32. Extend due date.	2.0	-Unfair to other students. -Teaches irresponsibility. -Teacher may have a policy of allowing everyone one extension per marking period. -Too much extra paperwork. -Student will always be behind the rest of the class. -Group projects don't lend themselves as well to this modification.	-Suggest that the extension is set ahead of time, taking known student weakness into account. Should not be an emergency measure or a payoff for poor time management. -Construct a schedule showing what student will do each day; show that this is reasonable, given this disability and other class expectations. -Suggest a way to reduce extra time and paperwork involved in accepting late work. -Use this technique sparingly so work doesn't pile up.
33. Reduce the rate of introduction of new ideas.	2.9 (academic) 2.4 (performance)	-Not practical, given other students' needs. -Depends on what materials need to be located or modified. -Course objectives would then change.	-This is probably most appropriate for grouped or tracked classes. -Try providing new information and practice on a daily cycle instead of by the week...a little each day. -Call on support personnel and SEIMC staff.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
34. Allow student to retake tests until passed.	2.8	-Unfair to other students. -Time-consuming. -Must construct new tests to avoid memorizing the test itself, and to avoid cheating. -After two times, the test goes home to parents. -Difficult to schedule. -Appropriate for writing assignments, but not tests.	-Emphasize concept of mastery rather than competition. -Help teacher plan for scheduling and additional paperwork. Use student help and resource room time. -Often it helps to just change the order of the items. -Try giving the test another way, such as orally.
35. Reduce length of assignment.	2.5	-Unfair to other students. -What is reasonable? -Depends on assignment, and value it has.	-Consider the student's disability, the assignment, and a projected plan for growth and achievement.
36. Grade on a pass/fail basis.	2.2 (content) 1.6 (lab)	-This is not an option in the school system. -Parents and students object -Perhaps in individual cases.	
37. Grade on individual progress or effort.	2.1	-Hard to back up if the grade is questioned by someone else. -Progress and improvement can be graded; effort is too vague. -Class size is a problem; do this for special students only. -All students in the class must be graded on the same criterion, or students see it as unfair.	-Help teachers devise ways to help students accept individual difference. -Observable time at the task may be a criterion to use here. -Perhaps effort grades could be available for a "C" grade, but no higher.
38. Change the percentage required to pass.	2.0	-This would be unfair to other students. -Reporting to parents may be problem.	-Encourage teacher to look at the individual student fairly. Educate other students to accept individual differences and resist comparisons among themselves. They can usually handle it better than the adult can. -Suggest only occasional slight stretching of the scale in specific cases. -Encourage teacher to obtain parent support, so reporting to parent is accurate. Assist with parent communication.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
39. Isolate the student.	2.3 (content) 2.8 (lab)	-Not sure what this means. -No space in classroom.	-Explain the "time out" concept to the teacher. -Use a resource room, or alternate location.
40. Reduce auditory distractions by keeping the room quiet.	2.2 (content) 3.1 (lab)	-This is very difficult in lab classes where there is much movement and may be machine noise.	-Suggest earplugs, headsets, or the like.
41. Reduce visual distractions in the room.	2.2 (content) 2.8 (lab)	-Teachers think blank walls are boring; we put time and effort into covering them. -Clear desks and tables are impossible in some lab classes.	-Explain the nature of the student's disability. Suggest a place in the room near his/her seat which is clear. Help student take responsibility for keeping his/her own desk clear. -Help student to approach this task in an organized fashion, and in a way that minimizes his/her own distraction.
42. Set the student closer to the teacher	1.6	-Could do this for certain students only. -Teacher moves around a lot. -As long as student doesn't object.	-Work with student's understanding of own disability to encourage choosing to do this.
43. Check the students' notebook often.	2.2	-Doesn't encourage student responsibility. -Lack of class time. -This tends to side-track the lesson.	-Spot check a few every day. Limit the number of minutes spent on this task; keep records. Not all kids will need it. -Have student check tasks completed him/herself; review weekly.
44. Keep extra supplies on hand.	1.9	-Students need to learn to be responsible. -Students waste or steal. -Supplies are no longer plentiful in the office.	-Loan supplies with collateral. -Set guidelines for dispersal. -Suggest borrowing from classmates; peer pressure encourages loan repayment.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
45. Hand words or math problems from ceiling.	2.7	-Distracting. -Students would laugh; it's silly. -Lack of time.	-This may bother the teacher more than the students; limit amount. -Have students do it. -Use flashcards.
46. Introduce multiple long-term assignments so student knows what tasks will be expected and when.	2.1	-Requires long-range planning. -A syllabus keeps students informed. -Due dates change according to pace of each class, this modification reduces flexibility.	-Some students need specific dates for each part of an assignment in order to plan their time. Resource room teacher or parent can help if they have enough prior information. -Make dates guidelines, not deadlines. -Hand out syllabus, pencil in dates; change as necessary.
47. Give direction in small, distinct steps.	2.2 (academic) 1.7 (performance)	-Boring to rest of class.	-Complete directions could be given first so able students may begin. -Supply written directions for review at home. -Offer office hours for individual help.
48. Give oral cues.	2.0	-Other students would chime in.	-Set ground rules for class discussion.
49. Sequence work with easiest problems first.	1.9	-Depends on the subject matter. -Much planning is required.	-Some textbooks and worksheets are organized this way.
50. Use worksheets which ask for specific information to be learned.	1.9	-Teachers don't like to "give the answers." -Time-consuming.	-If mastery is the goal, the student shouldn't have to guess. -See "Study Guides and Worksheets" in Maladies and Remedies, or Development Report No. 1 from the Model Resource Room Project.
51. Break task down into sequential steps.	2.3 (academic) 1.6 (performance)	-Time-consuming.	-Stress need for logical, step-by-step progression to assure understanding.
52. Have student repeat directions.	1.9	-Time-consuming. -Easier in a small class.	-Other students can begin work. It is more time-consuming for work to be done incorrectly and then redone.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
53. Reinforce student's recording assignments and due dates.	1.7	-Time-consuming. -Too many students. -Easy to get side-tracked from lesson. -Students not responsible to remember to bring notebook.	-Seat special students near front of room. Watch them write. -Spot check. -Assign another student to remind them. -Record assignments in conspicuous place in room.
54. Provide immediate reinforcers and feedback.	2.0	-Teachers perceived this as meaning grade papers in a hurry; sometimes not possible. Verbal reinforcement is easier. -Time factor is important with large classes.	-Let students begin assignment in class. Walk around and stop to help or comment on individual student work.
55. Check on progress often in first few minutes of work.	2.2	-Assignments usually done outside of class time. -Too many students.	-Ask parents or peers to help. Give a ten minute start-up period during class time to prevent misunderstanding or mistakes in the beginning.
56. Ask for parent reinforcement at home.	2.3	-Time-consuming to call parents. -Parents may be unwilling, or fail to follow-through.	-Space out the calls, doing a few a day or a week. Ask parents to check in with teacher. Divide the task with another teacher or the resource room teacher.
57. Provide student with position of leadership or responsibility.	2.2	-Depends on how much direction and checking up is necessary. -Difficult if student has to lead other learning disabled students. -Doesn't work if student prefers to be average and doesn't wish to be singled out; others may tease.	-Think of a task that is not visible to other students. Have student help a teacher he/she doesn't have. -Assign meaningful room tasks (delivering messages; taking roll).
58. Give reward for bringing materials to class each day.	2.7	-Time-consuming. -Against teacher's philosophy. -Sets student apart from others. -This is silly, and kids know it.	-Students can be seated in groups or row, and points given for total group responsibility (alternate groups periodically). -All students should come prepared. Perhaps a penalty is necessary for those who fail to take responsibility.
59. Point out relationships between ideas or concepts.	2.1	-Depends on method involved; can be done while discussing text that is read orally, or during a demonstration.	-Use several different modalities when presenting.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
60. Teach memory skills.	2.7 (content) -not as appli. to lab class.	-Requires additional preparation time. -Not appropriate to class.	-Conduct a model lesson; have the teacher watch and repeat with a later class.
61. Teach body language.	3.1	-Teachers felt they wouldn't know how to teach this. -Requires additional preparation time. -Teachers assumed this was not a problem for students.	-Assist teacher in preparing mini-lesson on emotions with pictures and role-playing situations for student, or plan to conduct such a lesson in the resource room. -Refer teacher to the first part of Chapter 5, "Socialization", in Doreen Kronick's *What About Me? the L.D. Adolescent*. (Academic Therapy, 1975).
62. Provide direct instruction in how to work in groups.	2.2	-Item unclear. -Teacher doesn't have the skill. -Not appropriate for the class.	-For students who are not effective group participants, plan a unit in regular class or resource room beginning with dyads and triads, moving to a small group with leader and recorder. Speech class textbooks probably will have teaching suggestions. -Consider group projects.
63. Draw arrows on text or worksheet to show ideas which are related.	2.4	-Time-consuming. -Don't write in textbooks.	-Use inservice time/planning periods, with help from resource room teacher or teacher consultant, or seek assistance from parents for purchase of extra tests or worksheets.

SOURCE: *Employability Curriculum and Transition from School to Work Resource Guide*. (1985). Statewide Task Force on School/Business Partnerships. South Dakota State Board of Education.

GOAL 4: ADDITIONAL RESOURCES AND REFERENCES

The primary resources for Goal 4 are:

Learning Styles Inventory (computerized version), Brown, J. & Cooper, R. 1983.

Readability Index (computerized version), Irving, S.L. & Arnold, W.B.

SOURCE FOR ABOVE: Educational Activities, Inc.
Dept. 86
P.O. box 392
Freeport, NY 11520

Missouri Transition Guide: Procedures and Processes, West, L., Gritzmacher, H., Johnson, J., Boyer-Stephens, A. & Dunafon, D., 1986.

SOURCE: Instructional Materials Laboratory
10 Industrial Education
University of Missouri-Columbia
Columbia, MO 65211

Puzzled about Educating Special Needs Students?, Tindall, L.W., 1980.

SOURCE: Wisconsin Vocational Studies Center
Publications Unit
265 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706

The Behavioral Intervention Manual: Intervention Strategies for Behavior Problems in the Educational Environment, 1985.

SOURCE: Hawthorne Educational Services
P.O. Box 7570
Columbia, MO 65205

Technology Center for Special Education
College of Education
Room 24, School of Education
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, MO 65110
(800) 872-7066

The Center for Special Education Technology
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(800) 345-TECH

Special Education Software Center
3857 North High Street
Columbus, OH 43214
(800) 327-5892

Other resources and references for this section include:

Butler, S.E., Magliocca, L.A. & Torres, L.A. (1980). Grading the mainstreamed student: A decision making model for modification. *The Directive Teacher, 6,* 14-30.

Changar, J., Bouchard, K., Hovarth, S., Edenhart-Pepe, M. & Miller, D. (1981). *Access to learning for handicapped children: A handbook on the instructional adaptation process.* St. Louis, MO: Cemrel.

Gugerty, J., Roshal, A.F., Tradewellz, M.D. & Anthony, L. (1981). *Tools, equipment and machinery adapted for the vocational education and employment of handicapped people.* Madison, WI: Wisconsin Vocational Studies Center.

Hamilton, J.B., Norton, R.E., Fardig, G.E., Harrington, L.G. & Quinn, K.M. (1984). *Determine student grades* (2nd ed.). Columbus, OH: The National Center for Research in Vocational Education.

Hoellein, R.H., Feichtner, S.H. & O'Brien, T.W. (1979). *Vocational administrator's guidebook: Mainstreaming special needs students in vocational education.* Indiana, PA: Center for Vocational Personnel Preparation.

Hull, M.E., William, E. & Goodwin, A. (1980). Some considerations for grading and evaluating special needs students. *Journal for Vocational Special Needs Education, 2,* 23-25.

Sarkees, M.D. & Scott, J.L. (1985). *Vocational special needs* (2nd ed.). Alsip, IL: American Technical.

Sitlington, P.L. & Goh, S.R. (1985). *The special needs learner in employment related training.* Bloomington, IN: Indiana University.

Staff. (1980). *Integrating secondary handicapped students into vocational and general education curriculums* (Monograph No. 3). Des Moines, IA: Mountain Plains Regional Resource Center.

Stern-Otazo, K.L. (1980). Curriculum modification and instructional practices. In G. Meers (Ed.) *Handbook of special vocational needs education* (pp. 139-168). Rockville, MD: Aspen.

Test, D.W. (1985). Evaluating educational software for the microcomputer. *Journal of Special Education Technology, 7,* 37-46.

GOAL 5: TO PROVIDE JOB PLACEMENT AND FOLLOW-UP

OVERVIEW

Job placement for handicapped students presents the VRE, the vocational instructor, and the placement specialist with a unique challenge. In considering potential placement possibilities it is necessary to have knowledge about the job requirements and about the individual beyond that required when placing nonhandicapped persons. Placing students with handicaps requires effort directed toward educating employers about hiring students with handicaps. Working with students who are handicapped requires that the full range of employment possibilities be considered. Caution is necessary to assure that stereotyping for certain handicapping conditions to particular jobs does not occur.

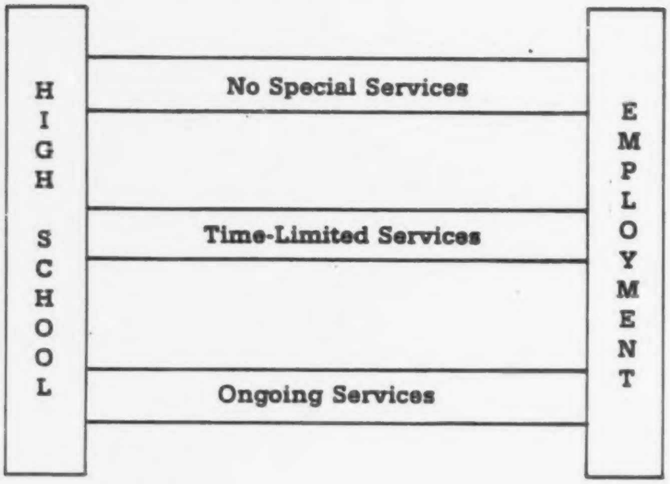
It is important to note that the VRE's responsibility towards placement and follow-up differs from district to district. Most often the VRE's role is that of an "assisting" role in the job placement process.

In 1984-85, the State Department of Elementary and Secondary Education, Division of Vocational and Adult Education, developed the Effectiveness Index Formula in response to a call for more accountability. This formula allows for monetary incentives to Area Vocational Schools whose placement rates are at a high level. Since placement in related training and employment has always been a priority with vocational schools, the Effectiveness Index Formula did not change basic philosophies and beliefs. However, it continues to place an emphasis on marketable vocational programs which enhance the placement of graduates in communities.

5.1 WHAT IS TRANSITION FROM SCHOOL TO WORK?

Transition from school to work is a process which culminates in high school graduation and entrance to the adult world, whether in employment, further schooling or other alternatives. Vocational schools have always been concerned with placement rates of all of their graduates, but the transition concept focuses on students in special education, whether they participate in vocational education or not.

The Office of Special Education and Rehabilitative Services (OSERS) has set transition from school to work as one of four national priorities in the next decade. High unemployment rates among the handicapped (Hippolitus, 1980) has warranted OSERS concern. Madeline Will, Assistant Secretary of Special Education and Rehabilitative Services, recently outlined OSERS view of transition by using the following model (Will, 1984).



This model illustrates the necessity of transition programs in high school to build a firm foundation for adult employment. Once students leave high school, they can take one of three paths to employment. The path taken by individuals will depend on their specific needs and abilities and the amount of support services required to help them make a smooth transition. After individuals have been employed they may require follow-up services to assure that they adapt to the job.

Missouri LINC has developed a model which views transition from school to work as a process beginning with kindergarten and going through postsecondary services. This model can be found on the following page.

MISSOURI LINC'S TRANSITION MODEL

Goal	Phase I Career Awareness (Grades K-6)	Phase II Vocational Exploration (Grades 7-8-9)	Phase III Vocational Preparation (Grades 9-10)	Phase IV Skill Training and Placement (Grades 10-11-12)	Phase V Post-School Transition (Beyond 12th Grade)
Assessment	Health/Daily Living Personal-Social/Adaptive Behavior Academic/Basic Skills Career Information	ACCESS SKILLS Personal-Social/Adaptive Behavior Academic/Basic Skills Interest Inventories	Interest Inventories ACCESS SKILLS Personal-Social/Adaptive Behavior Curriculum Needs and Modifications Special Services Career Counseling	Vocational Assessment Occupational Skills Assessment Personal Characteristics Job Seeking Techniques Special Services Career Counseling	Vocational Assessment Employability Skills Assessment Independent Living Skills Assessment Career Counseling
Curriculum	Life Centered Career Education - Daily Living Skills - Personal-Social Skills - Occupational Guidance and Preparation Skills Academic/Basic Skills	ACCESS SKILLS Generalizable Skills Life Centered Career Education Skills Academic/Basic Skills	Occupational Orientation Vocational Preparation ACCESS SKILLS Generalizable Skills Life Centered Career Education Skills Academic/Basic Skills	Vocational Instructional Management System (VIMS) Employability Skills Life Centered Career Education Skills Independent Living Skills Academic/Basic Skills	Advanced Training Vocational Training/Re-training Employability Skills Independent Living Skills
Programming	Mainstream Resource Services Self-Contained Classroom Field Trips Parent Participation	Mainstream in Prevocational Classes Resource Services Field Trips Parent Participation	Mainstream in Prevocational Classes Resource Services Field Trips Vocational Preparation Classes Business & Industry Involvement Job Shadowing Parent Participation	Early Entry to Vocational Education Mainstream Area Vocational Technical Schools or Comprehensive High Schools Vocational Resource Educator (VRE) Vocational Adjustment Coordinator (VAC) Supplemental Teacher Basic Skills Instructor Business & Industry Partnerships Cooperative Occupational Education (COE) Cooperative School Work Study Vocational Student Organization Referral to Vocational Rehabilitation Referral to Job Training & Partnership Act Programs (JTPA) Referral to Job Service Parent Participation	Without Special Services - Independent Job Seeking Time Limited Services - Counselor/Teacher/Coordinator Placement Assistance - Referral to Vocational Rehabilitation & Rehabilitation Facilities - Referral to Job Training & Partnership Act Programs (JTPA) - Referral to Job Service Ongoing Services - Supported Work - Sheltered Workshops - Adult Service Providers Parent Participation
Sample IEP Goals	Student will exhibit appropriate work habits and behavior.	Student will complete at least one prevocational course.	Student will identify his/her strengths and weaknesses for vocational education.	Student will develop strategies to obtain written information.	Student will receive services of the Division of Vocational Rehabilitation.
Sample IEP Objectives	Student will complete tasks working alone with minimum teacher supervision. Student will complete tasks working with three other students.	Student will use tools and equipment with 100% accuracy in the industrial arts course. Student will measure accurately to 1/16th inch with a tape measure.	Student will list his/her aptitudes and achievements. Student will complete a vocational assessment. Student will select a vocational option using interest, aptitudes, and achievement information.	Student will define 25 out of 30 vocabulary words in occupational field. Student will read and interpret output measuring equipment.	Student will participate in vocational assessment and work adjustment services. Student will participate in job placement services.

5.2 WHAT IS THE VRE ROLE IN THE TRANSITION PROCESS?

The role of the VRE in the transition process may vary, depending upon the policies of the school district. Although transition is not yet legally mandated through Special Education, services to assure successful transition from school to post-school opportunities are mandated through the assurance in the Carl D. Perkins Act. As a result some districts have more fully developed programs than others.

Some of the following activities may be considered as part of the VRE's role in the transition process:

- Inservice programs designed for special educators, vocational educators, counselors, administrators and parents on the transition concept and what each person can contribute to the process,
- Assisting in the development of IEP goals related to the transitional needs of students, including vocational goals and objectives,
- Coordination with adult agencies to which a student may be referred as part of the student's transition plan (A list of Division of Vocational Rehabilitation Offices is provided in the Resources for Goal 5),
- Knowledge of important employability skills and working with other district personnel to ensure these skills are presented in the student's program,
- Knowledge of community services,
- Knowledge of postsecondary vocational training schools which have support services for students (A list of general resources for postsecondary education can be found in Resources for Goal 5),
- Knowledge of community employers,
- Conducting small group discussions for seniors, allowing them to outline their future plans and steps needed to attain those plans.

5.3 WHAT LINKAGES CAN THE VRE DEVELOP AND MAINTAIN IN ORDER TO PROVIDE TRANSITION SERVICES FOR STUDENTS?

Within a school district, the VRE should develop and maintain positive relationships with special educators, vocational educators, counselors, job placement personnel, and administrators, and if there is a work experience program, close liaison with the Vocational Adjustment Coordinator (VAC) is essential. Positive relationships within the district allow a VRE to assist individuals in IEP plans and make suggestions for appropriate referrals upon graduation of a student.

The VRE should also develop and maintain relationships with community service agencies, as well as develop a knowledge of special groups involved with persons with disabilities. The following are some of the major agencies with which a VRE should be familiar:

- Division of Vocational Rehabilitation
- Local Private Industry Council (Job Training Partnership Act)
- Division of Mental Health
- Postsecondary vocational training options
- Rehabilitation Centers
- Association for Children and Adults with Learning Disabilities (ACLD)
- Association for Retarded Citizens (ARC)
- Regional Diagnostic Center (MR-DD)
- Job Service
- Division of Family Services

A list of National and State organizations with which a VRE should be familiar can be found in the *Missouri Transition Guide* (see Additional Resources and References for Goal 5.). A VRE can develop a local community resource list, as each community will have different services.

As a VRE becomes familiar with the community and works with job placement personnel, a list of employers willing to hire handicapped individuals can be developed. Vocational instructors, job placement counselors, VACs and others can be helpful in developing such a resource.

5.4 HOW CAN THE VRE ASSIST THE INSTRUCTOR IN PREPARING THE STUDENT FOR PLACEMENT?

Communication and coordination are the keys to helping instructors prepare students for placement. Through contact with employers and the community, the VRE can maintain an awareness of the problems students encounter when trying to attain and/or retain a job. Communicating the nature of these potential problems to the instructors can help them structure instructional activities that prepare students for being successful in:

- Applying and interviewing for a job,
- Communicating and cooperating with employers and fellow employees,
- Exhibiting good work and safety habits on the job.

Role-playing and simulating situations that students may encounter on a job can provide students with a model of how to react in a problem situation. An example might be role playing how an employer and employee would interact if the employee were late for work. Simulating experiences that closely approximate a real potential problem on a job can help students transfer appropriate behaviors learned in a classroom to a job site. Setting up the entire classroom as a simulated job site is often done by vocational instructors.

The VRE should also be aware of specific situations at a potential employment site for which a student needs to be prepared. A particular job site or employer may have a strong rule about the amount of time spent on lunch breaks or cleaning up the work site at the end of the day. An employer or employee may even be hesitant to work with a student who has a particular type of handicap because of the possible problems in learning skills or getting along with co-workers. The student should be aware of and prepared to handle such potential problem situations, and the VRE can assist in the identification and alternatives for the resolution of these potential problems.

The following are options for assuring that students with handicaps have opportunities for training and practice in preemployment skills:

- Classes as part of the regular vocational education program, conducted on a regularly scheduled basis, e.g., once a week,
- Coordination with sending school to have personnel in that school plan for teaching preemployment skills as part of the regular curriculum, e.g., English classes, speech classes,
- Coordination with special education to have the skills taught in special education classes,
- Conduct a special day long workshop for students to learn skills and then provide follow-through experiences in which students can practice skills learned.

5.5 HOW CAN THE VRE ASSIST STUDENTS IN LONG-RANGE CAREER PLANNING?

The VRE should always keep in mind that most individuals change careers 3 to 5 times in their lives. When working with a student on long-range goals presenting information which broadens the options of the student is initially desirable. Students must be aware of their strengths and limitations and the requirements of jobs they are interested in performing.

Conducting small discussion groups may be a viable method in helping students look at options. This can be done individually also. It is important to show students how their choices relate to lifestyles (i.e., cost of apartments, cars, food, etc.). Students can complete forms which contain their long-range goal(s) and the steps they need to take to attain those goals. These steps may (and should) include academic areas, as well as vocational tasks. A sample format for a Career Planning Form and Resume Worksheet can be found in the Resources for Goal 5.

In order to help students with long-range career planning, VREs should be familiar with the following types of information:

NATURE OF INFORMATION	*SOURCES*
• Future job trends	• Missouri Occupational Information Coordinating Committee (MOICC)
	• Job Service
	• Missouri VIEW
• Potential jobs in the Community	• Chamber of Commerce
	• Job Service
	• Employer Services
• Postsecondary training options	• Publications from HEATH
	• *Guide to Missouri Postsecondary Programs with Support Services*
	• College publications available in counselors' offices

5.6 HOW CAN THE VRE ASSIST THE VOCATIONAL INSTRUCTOR IN PROVIDING POTENTIAL EMPLOYERS WITH ACCURATE INFORMATION ABOUT HANDICAPPED STUDENTS?

Honesty is always the best policy and tact is an important component to honesty. Both should be given appropriate consideration. Encourage vocational instructors to present potential employers with an accurate representation of the skills and abilities of the handicapped student as well as areas which need improvement. This can often be accomplished without labeling the student as handicapped. A student should be described to a potential employer in terms of:

- Functional strengths and limitations which are important to job survival (i.e., John does not read well, but can follow verbal instructions extremely well; or, Janice may have trouble following verbal instructions, but once shown how to do something, she catches on very fast),
- Task related competencies,'

- Acceptance of rules,
- Degree of supervision required,
- Relationship to supervisor,
- Teamwork.

The Vocational Instructional Management System (VIMS) should prove extremely helpful in presenting to employers the task-related competencies the student has mastered. With this system, upon completion of a program, the student can receive a competency list stating the skills mastered.

It is important that the VRE be familiar with the administrative and procedural safeguards regarding release of personal information. The Resources for Goal 5 contains a Teacher Evaluation of Student Work Behavior which can be used to obtain valuable information regarding student abilities and can be extremely useful in presenting a potential employer with an accurate profile of the student.

5.7 WHAT STRATEGIES ARE AVAILABLE TO THE VRE THAT WILL FACILITATE JOB RETENTION?

Since research has shown that people lose jobs more often due to interpersonal problems students should be taught how to handle a variety of situations, such as:

- Calling in to work if sick or late,
- Approaching supervisor with problems,
- Handling co-worker disagreements,
- Knowing who to call if they encounter problems.

To facilitate and increase job retention, quality follow-up is vital. A student and an employer should have a contact person, either with the school or an agency, whom they can call upon if a problem arises. The length of follow-up varies within school districts and agencies, but a general rule of thumb would be 60-90 days. Some students need more intensive follow up than others.

If a problem occurs on the job, the following problem solving procedure is a tool for assessing needs and generating solutions. Often VREs find themselves continually cycling through the procedure with different students.

Step 1: Identify the potential barriers to retention. For example, it may be a situation where the student requires additional training or a work site modification.

Step 2: Identify possible solutions to the problem.

Step 3: Evaluate the options based on predicted outcomes.

Step 4: Select the best alternative in light of the problem.

Step 5: Implement the option, plan, or resource.

Step 6: Evaluate the situation. Keep certain questions in mind. Is the student more satisfied, more productive as a result of the specific intervention? Is the employer? Are additional modifications necessary?

In the case of the need for additional training, review the appropriate offerings at the vocational school; in the case of work site modifications, consult Gugerty, J. et al., *Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People*. (See Additional Resources and References for Goal 4.) Sometimes Vocational Rehabilitation can help financially with the purchase of assistive devices on the job. Other resources for work site modifications include JAN (Job Accommodation Network) 1-800-JAN-PECH and the Governor's Committee on Employment of the Handicapped. Additional resources can be found in the *Missouri Transition Guide*.

5.8 HOW DOES THE VRE WORK IN COORDINATING SERVICES WITH THE VAC?

Many districts have a special education person who has the title of Vocational Adjustment Coordinator (VAC). A VAC serves as a link between the handicapped student, the Department of Vocational Rehabilitation, the school program, and the community. There may be differences in school districts regarding the roles and responsibilities of VACs. The VRE should become familiar with the VAC(s) and their procedures for referring students to the work experience program, the Vocational Rehabilitation requirements (students in most work experience programs must qualify for DVR services) and the types of job placements the VAC has available in the community.

If a student is in a vocational training program and the VAC is the home school contact person, some of the coordinating activities may be as follows:

- Assist in the development of vocational goals and objectives on the IEP,
- Keep the VAC informed of the progress of the student in the vocational class,
- If a Vocational Rehabilitation Counselor (VRC) is involved with the student, develop a process whereby he/she is also kept informed of the student's progress,
- Assist in developing a placement plan, i.e., who will be responsible for placement, what kind of job, who will provide follow-up, etc.

Keep in mind that for some students a viable plan may be to enter a vocational class for specified training (using VIMS) and be ready for related job placement under the VAC after one quarter, one semester or one year of training. For example, a student may need to learn specific job skills related to changing oil, lubrication and tire changes for job placement at a Jiffy Lube type of business. This student's IEP may specify training in Auto Mechanics for these skills for one semester, with subsequent job placement the second semester under the VAC. In these situations, close coordination of services must be maintained by the VRE and VAC so the student receives the highest benefits possible from both programs.

5.9 WHAT CAN THE VRE DO TO ASSIST IN JOB PLACEMENT?

It is recommended that the VRE not be the sole job placement person for handicapped students, rather the role should be to assist in job development, placement, and follow-up of the handicapped student. In this role, additional assistance may be required to identify job opportunities for handicapped students. The following resources can assist in identifying potential job opportunities.

- Advisory Committee,
- Former Students,
- Occupational Associations,
- Churches and Community Service Organizations,
- Chamber of Commerce,
- Federal Civil Service (1-800-892-7650),
- Private Employment Agencies (Fees are charged),
- Yellow Pages of Telephone Directory,
- Trade Magazines,
- Labor Unions,
- Direct Employer Visitations or Contacts,
- Newspaper,
- State Employment Security Office,
- Friends, Relatives and Neighbors.
- Statewide Job Placement Service,
- Surveys,
- Paid and Free Advertisements,
- School Newsletters,
- Business and Industry Days.

There are many ways to begin informally networking with community resources. A VRE might develop and distribute program brochures, request speaking engagements at community service organizations, attend social functions, organize an open house, join organizations, attend community decision making meetings, and organize advisory committees. Advisory groups can play a particularly important part in developing job leads. (Goal 1 describes how to utilize advisory committees in more detail.)

Developing cooperative agreements with other community agencies can also be helpful in finding resources for job placement. Further information on cooperative agreements can be found in question 5.10.

5.10 WHAT PLACEMENT RESPONSIBILITIES DOES A VRE HAVE IF THERE IS NO PLACEMENT SPECIALIST OR VAC?

In the event that there is no placement specialist or VAC to provide the lead role, the VRE will be faced with the responsibility of assisting counselors and/or vocational instructors in the placement process. These personnel should be provided with the same information found in question 5.6 in this Goal.

VREs should also be aware that the Carl Perkins Act allows for the provision of additional job placement services if services provided for all students do not adequately meet the needs of handicapped students. The *Missouri Vocational Planner's Guide* is the best source of information concerning additional services allowed.

Knowledge of community services and cooperative agreements may be vital for VREs who have a major responsibility for job placement activities. The essential ingredients for successful interagency cooperation include:

• AWARENESS	Know the other agencies involved. Determine their service responsibilities, roles in meeting the career development needs of handicapped students, the function of the agency, and the clientele served.
• INTERDEPENDENCE	Establish areas of similarity and difference in roles, functions, and services.
• STANDARDIZATION	Standardize procedures for referral and for obtaining and sharing information. Specify procedures for sharing equipment, facilities, staff, and costs.
• FORMALIZATION	When there are a number of participants from several agencies, prepare a formal agreement.
• COMMUNICATION	Recognize and communicate agency limitations as well as capabilities.
• COMMITMENT	Capitalize on commitment from the top; work for commitment from each agency representative (Valentine, Truby & Pisapia, 1982).

If interagency cooperation is implemented successfully, a VRE will have help in placement activities for handicapped students.

RESOURCES FOR GOAL 5

1. List of DVR offices
2. Post-Secondary Education Resources
3. Career Planning Form
4. Resume Worksheet
5. Teacher Evaluation of Student Work Behavior

MISSOURI DIVISION OF VOCATIONAL REHABILITATION
DISTRICT OFFICES

(Central Office)
2401 E. McCarty
Jefferson City, MO 65101
Phone: (314) 751-3251

1923 North Kingshighway
Cape Girardeau, MO 63701
Phone: (314) 334-7701

528 Park Lane
Chillicothe, MO 64601
Phone: (816) 646-1542

P.O. Box 230
Farmington, MO 63640
Phone: (314) 756-5758

Fulton State Hospital
Auxiliary Services Bldg.
Fulton, MO 65251
Phone: (314) 221-3362

205 South 5th Street
Hannibal, MO 63410
Phone: (314) 221-3362

Suite 240
3640 South Noland Road
Independence, MO 64055
Phone: (816) 254-2750

3684 North Ten Mile Drive
Jefferson City, MO 65101
Phone: (314) 741-2343

1609 East 20th
Joplin, MO 64801
Phone: (417) 781-3921

State Office Building
Room G-11
615 East 13th Street
Kansas City, MO 64106
Phone: (816) 274-6581

Room 504
1734 East 63rd Street
Kansas City, MO 64110
Phone: (816) 363-5818

7355 Manchester
Maplewood, MO 63143
Phone: (314) 644-3311

110 South Adams Street
Nevada, MO 64772
Phone: (417) 667-5081/5082

Suite 108
2700 Rockcreek Parkway
North Kansas City, MO 64177
Phone: (816) 842-6422

9378 Olive Boulevard
Olivette, MO 63132
Phone: (314) 991-4330

2717 Westwood Blvd.
Poplar Bluff, MO 63901
Phone: (314) 686-1195

P.O. Box 879
Rolla, MO 65401
Phone: (314) 364-8738

1360 South Fifth Street
Suite 370
St. Charles, MO 63301
Phone: (314) 946-2788

15048 N. 36th Street
St. Joseph, MO 64506
Phone: (816) 279-2556
and
St. Joseph Hospital
3400 Frederick
St. Joseph, MO 64502
Phone: (816) 232-8455

St. Louis State Hospital
5400 Arsenal
Mail Stop 606
St. Louis, MO 63139
Phone: (314) 644-8900/8901

Shell Building
1221 Locust Street
St. Louis, MO 63103
Phone: (314) 231-2340

29030 West Broadway
Sedalia, MO 65301
Phone: (816) 827-1666

149 Park Central Square
Room 526
Springfield, MO 65806
Phone: (417) 868-3397

1578 Imperial Center
P.O. Box 166
West Plains, MO 65775
Phone: (417) 256-8294

POST-SECONDARY RESOURCES

The Missouri Department of Higher Education provides a list of public and private community colleges, state colleges and universities.

For information call:

Department of Higher Education..........................(314) 751-2361

Educational Grants Hotline..............................(800) 533-9800

Guide to Missouri Postsecondary Programs Offering Special Services..................................(800) 392-7217

SOURCE: Missouri Vocational Resource Center
Instructional Materials Laboratory
10 Industrial Education
University of Missouri-Columbia
Columbia, MO 65211

HEATH Resource Center
One Dupont Circle, NW, Suite 670
Washington, DC 20036-1193
(202) 833-4707

The office of HEATH acts as a clearinghouse for information on higher education opportunities for disabled post-secondary adults. The office maintains active resource files on the following subjects:

1. Higher education agencies who actively provide support services or programs for the handicapped.
2. Information on specific job clusters that are employing the handicapped.

The Association on Handicapped Student Service Programs in Post-Secondary Education (AHSSPPE)
P.O. Box 21192
Columbus, OH 43221

AHSSPPE is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. The Association has sponsored numerous workshops and conferences which have focused on common problems and solutions in upgrading the quality of services available for handicapped students within post-secondary institutions. Membership includes subscriptions to the ALERT newsletter and the quarterly AHSSPPE bulletin as well as reduced rates on conference fees and other publications.

CAREER PLANNING FORM

NAME ______________________________ DATE ______________

SCHOOL ____________ AGE ____ GRADE _____ BIRTHDATE __________

INTERESTS AND ACTIVITIES:

What do you like to do most when you are not working or going to school?

SPORTS? __________________ HOBBIES? __________________

CLUBS, ORGANIZATIONS? ________________________________

Do you have any jobs at home? _____ What? ____________________

What job(s) do you think you would like to do and be good at doing?

________________________ Why? ______________________

EDUCATIONAL INTERESTS:

____ work

____ attend a Jr. College

____ attend college

____ attend a vocational/technical school

____ join the military

____ other ____

OCCUPATIONAL AND CAREER AWARENESS:

What do employers look for when they hire someone?

____

What are some reasons people get fired from jobs?

____

What would an employer like about you? ______________________

____________________ Not like? ______________________

INDEPENDENT LIVING SKILLS

Check each skill that you have:

____ driver's license

____ checking account

____ complete income tax form

____ ride city buses

____ savings account

____ looking for a job

____ preparing meals

____ budgeting money

____ grocery shopping

____ operate washer & dryer

RESUME WORKSHEET

Name ____

Address ____

City/State ____

Telephone Number ____________________________________

Career Objective: ____

Experience:

Education:

Extra-curricular Activities:

Hobbies:

Special Skills:

References (3):

Teacher Evaluation of Student Work Behavior

Name ______________________________ School ______________________

Address ____________________________ Phone ______________________

Placement Site: ____

Task Related Competencies	75% or more of the time	50% or more of the time	Less than 50% of the time
Is punctual			
Readily accepts assigned tasks			
Attends to task within assigned area (doesn't wander)			
Remains on task ( ) minutes			
Is not frustrated by tasks			
Is able to organize time and materials			
Performs work neatly			
Performs work accurately			
Completes assigned tasks			
Asks for assistance when needed to complete task			
Follows through on advice given			

Acceptance of Rules

Understands rules and regulations of conduct and safety			
Follows rules and regulations of conduct and saftey			

Degree of Supervision Required

Follows written instructions			
Follows verbal instructions			
Can work independently once instructions have been given			
Requires frequent supervision regardless of the degree of task difficulty			
Accepts supervision when necessary			

Relationship to Supervisors

Relates well to authority figures			
Can communicate needs appropriately to authority figures			
Can accept criticism of work by supervisor			

Teamwork

Can work alone			
Can work well with others in group setting			
Can communicate with peers			
Can accept criticism of work by peers			

Employer comments: ____

____

GOAL 5: ADDITIONAL RESOURCES AND REFERENCES

The primary resources for Goal 5 are:

Job Placement in Employment and Training Programs: An Action Planning Guidebook.

SOURCE: The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Preparing for Work. (A guide for special class teachers, counselors, work study specialists.)

SOURCE: President's Committee on Employment of the Handicapped
Department of Health
Boston, MA

Target: Employment - A Resource Guide to Job Seeking and Job Retention Materials.

SOURCE: Vocational Education Services
Indiana University
840 State Road, 46 Bypass
Room 111
Bloomington, IN 47405

Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People, Gugerty, J. & Tindall, L., 1983.

SOURCE: Wisconsin Vocational Studies Center
Publications Unit
265 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706

Vocational Adjustment Coordinator Handbook, Gritzmacher, H., Repetto, J. & Maxam S., 1985.

Job Application and Interview, Lacy, R., 1983.

Guide to Missouri Postsecondary Programs Offering Special Services, Timmons, T., 1986.

SOURCE FOR ABOVE: Instructional Materials Laboratory
10 Industrial Education
University of Missouri-Columbia
Columbia, MO 65211

Agencies

Extended Employment Sheltered Workshops
Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102
(314) 751-3547

Governor's Committee on Employment of the Handicapped
Richard C. Powell
Executive Secretary
P. O. Box 1668
Jefferson City, MO 65102
(800) 392-8249

HEATH Resource Center
One Dupont Circle, NW
Suite 670
Washington, DC 20036-1193

Job Accommodation Network (JAN)
Box 468
Morgantown, WV 26505
(800) 526-7234

Job Corp
Division of Employment Security
2102 Whitegate Drive
P. O. Box 898
Columbia, MO 65205

Job Placement Division
National Rehabilitation Association
1522 K Street NW, Suite 1120
Washington, DC 20005

Missouri Customized Training, JTPA
Missouri Division of Manpower Planning
221 Metro Drive
Jefferson City, MO 65101
(800) 392-2622

Missouri's Statewide Job Placement Service
Monte D. Cass, Director
Frieda F. Park, Coordinator
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301
(816) 826-7100

School-Community Partnerships
Missouri Department of Elementary and Secondary Education
CONTACT: Frank Drake
Division of Career and Adult Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4212

The IAM Disabled Workers' Program
The Machinists Building
1300 Connecticut Avenue NW
Washington, DC 20036
(202) 857-5173/5174

Sample Curriculum Materials for Employability Skills

Expanding Horizons - a complete program on Employment Skills and Life Management Skills, John & Mary Hume.

SOURCE: St. Johns Educational Press
P. O. Box 5087
Jacksonville, FL

Three computer programs: 1) *First Day on the Job*; 2) *Personal Habits for Job Success*; and 3) *Work Habits for Job Success*.

SOURCE: MCE, Inc.
157 S. Kalamazoo Mall
Suite 250, Dept. 31
Kalamazoo, MI 49007
(800) 421-4157 Nationwide

The System for Employment Training.

SOURCE: Program Development Division
70001 Training and Employment Institute
West Wing, Suite 300
500 Maryland Avenue SW
Washington, DC 20024
(800) 424-9105 (West Region)
(800) 424-9114 (East Region)

World of Work Inventory.

SOURCE: World of Work, Inc.
2923 North 67th Place
Scottsdale, AZ 85251
(602) 946-1884

Working I - Attitudes and Habits for Getting and Holding a Job
Working II - Interpersonal Skills, Assessment and Training for Job Tenure

SOURCE: James Stanfield and Company
P. O. Box 1983
Santa Monica, CA 90406
(800) 421-6534

Other resources and references for this section include:

Grubb, W.& Ahearn, A. (1986). Implementing the Carl D. Perkins Act: P.L. 98-524. *Mainstream, 3* (3).

Kimbrell, G. & Vineyard, B. (1983). *Entering the world of work*. Bloomington, IL: McKnight.

Missouri LINC. (1983). *Transition from school to work module*. Columbia, MO: Missouri LINC.

Valentine, M.A., Truby, R. & Pisapia, J. (1982). *Career development for handicapped students*. Washington, DC: Mid-Atlantic Regional Resource Center. (ERIC Document Reproduction Service No. 232 954).

West, L., Gritzmacher, H., Johnson, J., Boyer-Stephens, A. & Dunafon, D. (1985). *Missouri transition guide*. Columbia, MO: Missouri LINC.

GOAL 6: PROVIDE INSERVICE FOR OTHER STAFF

OVERVIEW

A major key to successful mainstreaming in vocational programs is adequate preparation of staff members. Without adequate preparation, vocational instructors do not know where to begin. Staff members must have a broad information base from which they can develop a personal commitment to mainstreaming. The most expedient way to deliver that information is through inservice.

Inservice activities which focus on mainstreaming efforts are often devoted to sensitizing staff to the needs of handicapped students. Staff members are given a chance to explore their own assumptions about people with handicaps. Understanding linked with knowledge paves the way to developing specific skills for working with handicapped students in vocational programs.

VREs are encouraged to provide formal inservice activities for administrators, vocational instructors, special education instructors, counselors and any personnel in the school district who may desire information on educating handicapped students. Quite often, however, inservice is done on an informal basis. Many times during the year a VRE is called upon to help a colleague brainstorm solutions to various problems. When these types of activities occur, the VRE should log them and present this log during the five year evaluation of the Area Vocational Technical School. The log should contain the date, name(s) of person(s) helped, the nature of the problem, the solution reached and the materials/resources used or suggested. Since opportunities for formal inservice are few, the VRE should document the training that does take place on an individual or small group basis.

6.1 WHO ATTENDS/NEEDS INSERVICE FOR IMPROVING VOCATIONAL PROGRAMMING FOR HANDICAPPED STUDENTS?

Every educator can benefit from continuing educational activities. Most often these activities are provided through inservice training. A VRE should become familiar with the District's Professional Personnel Development programs. In larger districts, continuing education credits are sometimes offered for participation in district-approved inservice training.

A VRE should also be knowledgeable regarding topics that have been offered in the past to particular groups, so inservice topics will not be redundant.

The following groups of people are appropriate participants for inservice training, depending upon the needs in the district. These groups may need separate inservice on some topics but other topics could be offered to all groups.

- Administrators,
- Vocational Instructors,
- Vocational Special Needs Support Personnel,
- Special Education Instructors,
- Academic Instructors,
- Counselors,
- Parents,
- Employers,
- Agency Representatives,
- Placement Specialists.

6.2 WHAT TYPES OF INSERVICE AND OTHER PROFESSIONAL DEVELOPMENT TOPICS ARE APPROPRIATE FOR VREs TO IMPLEMENT?

Some of the following areas might be covered in inservice training sessions:

- Knowledge of the role of vocational education and training of the handicapped,
- Knowledge of the learning characteristics of students with handicapping conditions,
- Strategies for accommodating handicapped students in vocational education,
- Knowledge of vocational education resources for working with handicapped students,
- Alternatives for evaluating the progress of the handicapped student,
- Formulation of individualized educational programs (roles and responsibilities),
- Employment possibilities for handicapped students,
- Effective methods of communication with handicapped students,
- Instructional sequencing of occupational skills based on job (occupational) task analysis,
- Mainstreaming handicapped students into regular programs,
- Factors contributing to low academic achievement,
- How to teach non-readers,
- Transition from school to work,
- Job placement strategies for handicapped individuals,
- Implications of the Carl D. Perkins Act on vocational education.

ADAPTED FROM: Parrish, L.H. & Kok, M. (1980). *A comprehensive inservice program for personnel providing vocational education to handicapped individuals.*

6.3 WHAT COMPONENTS ARE NECESSARY IN THE DEVELOPMENT OF AN EFFECTIVE INSERVICE PRESENTATION OR WORKSHOP?

This outline represents a suggested chronological sequence of activities.

I. *Planning the Inservice*

- Securing Administrative Support,
- Selecting the Planning Committee,
- Assessing needs of the staff (by survey or individual contacts),
- Documenting the need for inservice,
- Specifying objectives,
- Selecting resources (consultants, participants, materials, community resources),
- Designing activities,
- Budgeting for the inservice,
- Making arrangements,
- Rehearsing (if necessary),
- Sending out agendas to participants.

II. *Conducting the Inservice*

- Setting up the room and audio-visual equipment,
- Setting the learning climate,
- Going over the objectives,
- Directing learning activities.

III. *Evaluating the Inservice*

- Assessing the immediate value,
- Assessing behavioral change as a result of the inservice,
- Determining what should be the next step (could include future follow-up inservice),
- Compiling a final report for administrator,
- Sending follow-up information to participants,
- Writing thank you letters to consultants, guests, etc.

6.4 HOW IS THE PLANNING COMMITTEE SELECTED?

A planning committee composed of those individuals interested in inservice is most beneficial. A volunteer committee consisting of approximately four faculty members, the VRE, and an administrator is quite workable. The administrator is the important component in the planning committee. In this role the administrator can become aware of staff concerns and communication between the VRE's program and the administration can be enhanced. A committee of 5-8 individuals provides comprehensive coverage of faculty needs. The planning committee represents the individuals who are to be recipients of the inservice training.

6.5 HOW ARE THE NEEDS ASSESSED AND INSERVICE TOPICS IDENTIFIED?

To determine faculty needs regarding handicapped students, the VRE and planning committee should:

- Informally survey faculty to determine those areas in which development is necessary,
- Translate informal information into a survey instrument: several sample surveys can be found in the Resources for Goal 6,
- Ask the faculty and administration to complete the survey prioritizing their needs,
- Analyze the information by listing the frequency of response in each area,
- Select the inservice topics from the list of frequently indicated needs of the staff,
- Review with the administrator(s).

In some instances the VRE and the administrator may determine other needs not identified by the faculty, but are deemed important to the vocational success of handicapped students.

A checklist of steps to follow in developing a needs assessment can be found in the Resources for Goal 6.

6.6 WHAT ARE WORKSHOP OBJECTIVES?

Once needs and topics have been determined, they can be translated into workshop objectives. Workshop objectives describe as precisely as possible what the participants will be able to do as a result of an inservice activity or series of learning activities which focus directly on a particular previously identified need. Specific objectives will help the VRE in selecting appropriate resources and in designing activities.

The following are sample objectives:

- To increase the sensitivity and awareness of vocational instructors in working with handicapped students,
- To develop appropriate vocational preparation activities for entry into vocational classes,
- To identify alternative grading strategies for handicapped students [illegible] vocational classes,
- To review vocational curriculum materials for sex fairness,
- To identify community resources and/or local agencies with available services to assist handicapped students.

Workshop objectives are generally a part of the agenda. The purpose of the agenda is to help participants:

- Focus on the objectives,
- Follow the logical sequence of activities,
- Be aware of time allocations for activities,

When using an agenda:

- Print copies of agenda for each participant,
- Be prepared to stay on schedule:
  - Begin on time,
  - Allocate specific time for each section of agenda,
  - Plan time for breaks,
  - Use a signal for end of small groups,
  - End on time.

A sample agenda can be found in the Resources for Goal 6.

6.7 WHO IS RESPONSIBLE FOR INSERVICE PRESENTATIONS?

Once inservice topics are identified, the VRE and planning committee should select the presenters who can best address the topics. The VRE, planning committee members, other staff, or outside expertise may be selected to present the inservice. There are a variety of outside consultants who can provide inservice sessions or presenters may be identified from within the district. The VRE may act as a facilitator and/or presenter, and/or as a sponsor in a host/hostess role.

Other possible presenters to be considered are:

- Recognized specialists (from inside the district or out),
- State department personnel,
- Professional association officers,
- Teacher educators from colleges or universities,
- Special education personnel,
- Representatives from relevant agencies (Vocational Rehabilitation),
- Employers from the community who hire handicapped workers,
- Parents,
- Student(s).

6.8 WHAT ARE SOME INSERVICE RESOURCES AND HOW ARE THEY SELECTED?

Inservice resources can either be people or objects. People resources include educators, assistants, group leaders, consultants, authorities, and the participants themselves. Examples of objects which are resources are books, articles, films, tapes, case studies, video, games, and simulations. In selecting the resources for learning, the VRE must be concerned with the following:

- Are the resources the best available for achieving the inservice objectives?
- Are the resources consistent with the school's educational practice?
- Are the resources consistent with the educational style that the participants expect?

Remember, a blend of resources optimizes the effectiveness of inservice.

6.9 HOW IS AN EFFECTIVE INSERVICE LEARNING CLIMATE ESTABLISHED?

The first few minutes of the inservice are crucial. If they are interesting, relevant, and pleasant, problems which may arise later can be resolved with a minimum of loss of learning. If the first few minutes are boring, pointless, and/or unpleasant, even the most important information is likely to be lost. If the environment has positive and pleasant conditions, participants are more likely to pay attention, be more open minded and receptive to information.

There are a few basic rules to be considered when working with adults. The following considerations are major factors in the establishment of an effective learning climate:

- Greeting participants and setting the tone,
- Assuring everyone is comfortable,
- Providing refreshments,
- Spelling out the ground rules (i.e., no smoking),
- Warming up (activities that make sure everyone knows each other),
- Discussing expectations for the inservice,
- Expecting participation from everyone,
- Being flexible as the inservice progresses,
- Allowing discussions to continue until closure,
- Encouraging participants to have fun,
- Praising participants for their participation and attendance,
- Starting on time and ending on time (or early).

6.10 WHAT ARE SOME DIFFERENT TYPES OF PRESENTATIONS THAT ARE APPROPRIATE INSERVICE ACTIVITIES?

The following methods suggested by Davis and McCallon (1974) are useful for providing information. When participants lack content background, these methods may serve as the simplest and best way of providing it.

- *Lecture*—a prepared verbal exposition by one speaker before an audience. (Hint: the speaker should be interesting.)
- *Lecturette*—a short lecture. (Hint: requires more brevity than the lecture.)
- *Lecture-Forum*—a lecture followed by a question and answer period. Provides more activity for participants and gives them a chance to explore selected portions of the content in greater detail. (Hint: the lecturer must be quick thinking.)
- *Panel*—a planned conversation before an audience on a selected topic. Usually includes 3 or more panelists and a leader. Brings more points of view to the content. (Hint: the facilitator must be diplomatic!)
- *Panel-Forum*—a panel discussion followed by a question and answer period chaired by a facilitator. Can lead to special interest arguments. (Hint: the leader should have some way of arranging interactions.)
- *Expanding panel*—a panel with a vacant chair(s). Participants can join in when they wish and vacate at will. Can become unwieldy with groups larger than 20. Can provide movement, interest and activity. (Hint: needs a leader with a solid set of ground rules and the skill to enforce them.)
- *Presentation with listening teams*—any of the following methods: debate, presentation, film, slides, videotape, followed by a more organized kind of question/answer period. Before the presentation, participants are organized into small groups. Each group is given a listening assignment, i.e., listening for debatable points, issues, current applications, etc. At the end of the presentation, the groups caucus and develop questions relating to their particular assignment. The questions are posed to those making the presentation. (Hint: it's important to structure assignments that will get at the meat of the presentation.)
- *Presentation with reaction panel*—any of the above noted presentation methods followed by the reactions of a small, selected group of participants. The participants panel is, in effect, reacting for the entire group. (Hint: it's important to select participants whose views are likely to represent the views of several other participants.)
- *Case study approach*—participants bring their own materials (student file) and work in small groups to resolve problems (i.e., writing vocational goals and objectives). Small groups report on their solutions.

6.11 HOW IS THE INSERVICE EVALUATED?

Since the inservice workshop was developed based on participant needs that were translated into topics and objectives, the evaluation procedure is merely one of assessing overall effectiveness. Evaluation is most often in the form of participant feedback. Feedback from participants may be obtained in several ways.

- Individual participants may be asked for their appraisal of the day's activities. This usually occurs during breaks or at the close of the session.
- The entire group may be asked to provide written (often anonymous) appraisals of the day's session and is especially useful if the inservice is continued, as adjustments can be made to improve the subsequent sessions.
- The entire group may be asked to provide verbal appraisals of the day's activities or some portion of them. This usually occurs after some particular activity or at the end of the day.

The evaluation instrument should be designed to provide feedback in the following areas (Davis and McCallon, 1974):

- Topics and content,
- Effectiveness of presentation(s),
- Adequacy of facilities,
- Relevance of activities, handouts, simulations, films, etc.,
- Time related factors,
- Opportunities for both formal and informal interaction.

Examples of feedback forms are included in the Resources for Goal 6.

6.12 WHAT ARE SOME RESOURCES FOR PLANNING INSERVICE PROGRAMS?

These resources can be used for topics and activities when planning inservice programs:

1. Brolin, D., McKay, D., and West, L.

   Trainers Guide to Life Centered Career Education, Council for Exceptional Children, Reston, VA, 1979.

2. Special Education Dissemination Center Inservice Package

   Department of Special Education
   University of Missouri-Columbia
   (314) 882-3594

   A particularly valuable resource available from SEDC through a LOAN PACKAGE is #131P *Training Activities for Preparing Personnel to Design and Implement Workshops*. This is an inservice package which was designed to teach potential inservice trainers the skills necessary for implementing effective inservice workshops. Modules include: Identifying Facilitator Roles; Identifying Participant Roles; Motivation; Communication Skills; Needs Assessments; How to Modify an Inservice Presentation; Presenting Inservice Training Materials; Evaluating Inservice Workshops; and Planning an Inservice Workshop. (Developed by Midwest Regional Resource Center, Drake University, Des Moines, IA.)

3. *Instructional Development for Special Needs Learners: An Inservice Resource Guide*, by Allen Phelps.

   Department of Vocational and Technical Education
   University of Illinois at Urbana-Champaign
   Urbana, IL 61801

4. *Vocational Education for Special Needs Students: Competencies and Models for Personnel Preparation*, by Allen T. Phelps et al. (A final report on the National Workshop on Vocational Education for Special Needs Students.)

   Resources in Vocational Education/ERIC
   Document Reproduction Service
   P.O. Box 190
   Arlington, VA 22210
   (903) 841-1212

5. *Puzzled About Educating Special Needs Students*, by Lloyd W. Tindall et al.

   Wisconsin Vocational Studies Center
   Publication Unit
   265 Educational Sciences Building
   1025 W. Johnson Street
   Madison, WI 53706

6. Bell & Howell Publication Systems Division
   Old Mansfield Road
   Wooster, OH 44691-9050

   Competency-based inservice training modules developed at the National Center for Research in Vocational Education are available in a variety of topics.

7. Vocational Education Services
   School of Education
   Indiana University
   Bloomington, IN 47405

   Seven inservice training topics are available relating to the Special Needs Learner in Employment-Related Training.

8. American Association for Vocational Instructional Materials
   120 Driftmier Engineering Center
   The University of Georgia
   Athens, GA 30602

   A variety of inservice modules developed by the National Center for Research in Vocational Education.

9. Midwest Regional Resource Center
   1332 -26th Street
   Drake University
   Des Moines, IA 50311

   A variety of materials, some of which are useful for inservice training activities.

RESOURCES FOR GOAL 6

1. Sample Needs Surveys
2. A Checklist of Activities for Steps in the Needs Assessment Process
3. Sample Agenda
4. Sample Feedback Forms

SAMPLE SAMPLE

INSERVICE NEEDS ASSESSMENT

Please rank order the following four areas 1 through 4, 1 being top priority etc.

I. EDUCATIONAL NEEDS OF THE STUDENT ________

This area deals with characteristics of disadvantaged students, their identification, and approaches to enhance success in a given area of study.

II. PERSONAL NEEDS OF THE STUDENT ________

Those interpersonal abilities and attitudes which, when developed and demonstrated by students, can enhance their sense of well-being, maximize their effective interaction with other people, and increase motivation.

III. COURSE CURRICULUM/INSTRUCTIONAL MATERIALS ________

This area deals with techniques and procedures for modification of materials, i.e., lesson plans, handouts, activities, tests and evaluation.

IV. SPECIAL NEEDS SUPPORT SERVICES ________

Those specialists and supplemental educational personnel who are available to enhance the educational experiences of students with special learning needs that cannot be sufficiently fulfilled by a teacher alone in a regular classroom.

SAMPLE

NEEDS ASSESSMENT FOR COC SHORT COURSE

The Short Course on the Cognitively Oriented Curriculum will begin Thursday, March 19, 1985, at 1:00 p.m. and end Friday, March 20 at 2:00 p.m. Participants will be able to attend sessions from the Short Course and also attend the March 22-23 Conference on the Young Years at Ramada Inn, Jefferson City.

The following needs assessment will give needed input into planning this year's Short Course. Please complete the form and return it to ____________ ______________________________ by ____________________.

NAME ____

HOME ADDRESS ____

CITY ______________________________ STATE _______________ ZIP ____________

OFFICE PHONE (   ) _________________ HOME PHONE (   ) ______________________

EMPLOYER _______________________________________ POSITION __________________

Check three (3) topics below that are of greatest interest to you and would address your training needs during a short course.

_____ COC with Special Needs Students

_____ Circle Time Activities

_____ Planning, Problems and Strategies

_____ Team Planning

_____ Individual Consultation with a Trainer

_____ Strategies for Parent Involvement (parent meetings, parent inservice)

_____ Key Experiences - Planning, Extending, Sharing New Ideas

    _____ Classification   _____ Representation   _____ Time

    _____ Spatial Relations   _____ Number   _____ Language

_____ Small Group Time - sharing session

_____ Other, specify

A Checklist of Activities for Steps in the Needs Assessment Process

1. State Concerns
   _____ Identify concerns (problems that suggest a need for inservice training).
   _____ Identify target population (individual or group).

2. Identify People and Roles
   _____ Determine who will manage the needs assessment.
   _____ Select needs assessment planning team. (Include representative(s) from target audience.)
   _____ Identify those who will conduct the assessment.

3. Plan the Needs Assessment Data Collection
   _____ Develop a working definition of "needs".
   _____ Determine needs assessment goals.
   _____ Determine needs assessment data collection strategies.
   _____ Determine and obtain resources required for needs assessment.
   _____ Develop data collection plan and time line.

4. Implement the Needs Assessment Data Collection
   _____ Develop instrumentation and recording procedures.
   _____ Field test and validate instruments and procedures.
   _____ Collect needs assessment data.
   _____ Tabulate data collected and summarize results.
   _____ Report to planning team. Planning team interprets and judges results.

5. Disseminate Results and Set Priorities
   _____ Disseminate results of needs assessment to respondents and interested constituencies.
   _____ Prioritize needs for training.
   _____ Determine feasibility of meeting the needs and select prioritized needs for training.

6. Design the Inservice Program
   _____ Identify the target audience.
   _____ Identify needs to be satisfied.
   _____ Select training or activity to be offered to satisfy the need.
   _____ Identify who will be responsible for each activity.
   _____ Identify resources needed to accomplish the task, including incentives to be offered to training participants.
   _____ Identify how progress and accomplishments will be assessed.

7. Continue to Assess Needs
   _____ Determine strategies for continuous assessment during the training program.
   _____ Reassess needs when program has been completed.
   _____ Evaluate progress and accomplishments.

SOURCE: Albright, L. & Markel, G. (1982). Vocational education for the handicapped: Perspectives on program evaluation, p. 7-8.

SAMPLE SAMPLE

VOCATIONAL EDUCATION
FOR
SPECIAL NEEDS STUDENTS

* * * * * * * * * *

Thursday, February 27, 1986
9:00 AM - 3:00 PM

* * * * * * * * * * *

9:00 Welcome
Director, Area Vocational Technical School

9:15 Implementation of the Carl Perkins Act in Missouri
(Presenter name)

10:00 Break

10:15 Discussion of Resources - Agencies and Materials
(Presenters' names)

10:45 Tour of Building, New Equipment
Visit with Instructors

11:15 Lunch - On your own

12:30 Appropriate Placement of Special Needs Students Through Informal Assessment
(Presenter name)

1:45 Break

2:00 Transition to Work - Planning for Student Job Placement
(Presenter name)

2:45 Wrap-up and Evaluation

* * IDEA LIST * *

SAMPLE FEEDBACK FORM

Key: SA = strongly agree; A = agree; U = undecided; D = disagree;
SD = strongly disagree

1.	The objectives of this workshop were clear to me.	SA	A	U	D	SD
2.	The content of the presentations was valuable.	SA	A	U	D	SD
3.	Possible solutions to my problems were considered.	SA	A	U	D	SD
4.	I was stimulated to think about the topics.	SA	A	U	D	SD
5.	The group discussions were beneficial.	SA	A	U	D	SD
6.	There was adequate time for informal discussion.	SA	A	U	D	SD
7.	I had sufficient opportunity to express my ideas.	SA	A	U	D	SD
8.	My time was well spent.	SA	A	U	D	SD
9.	The content seems readily applicable to the important problems in the area of vocational special needs programs.	SA	A	U	D	SD

COMMENTS:

Topic of Session ______________________________ Date ______________

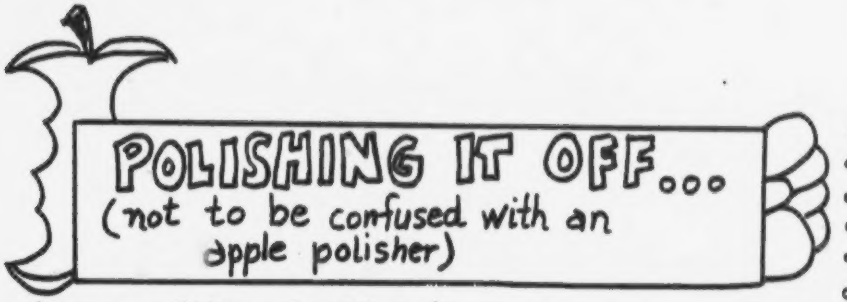
EVALUATION

1.	The program objectives were:	well defined	5	4	3	2	1	vague
2.	I feel the program objectives were attained:	fully	5	4	3	2	1	not at all
3.	The overall quality of this program:	high	5	4	3	2	1	low
4.	The activities were:	beneficial	5	4	3	2	1	not beneficial
5.	The suggestions presented during this program were:	applicable	5	4	3	2	1	not applicable
6.	Meaningfulness of this session to me:	meaningful	5	4	3	2	1	not meaningful
7.	My expectations for this program were:	fulfilled	5	4	3	2	1	unfulfilled
8.	Sensitivity of presenter to audience:	high	5	4	3	2	1	low
9.	I feel that I will utilize the material presented in this program:	fully	5	4	3	2	1	not at all
10.	I would recommend this program to others:	fully	5	4	3	2	1	not at all

11. What did you find useful in this workshop?

12. What changes would you make in this workshop?

13. Any other information you would care to add, please write below:



POLISHING IT OFF...

(not to be confused with an apple polisher)

ABOUT THIS SESSION:

I LIKED...

and I ⬇...

if I were running this workshop I would have...

The part of the workshop I would have changed is...

because...

I WOULD HAVE LIKED...

FOR NEXT TIME:

* * * * * *

I would like to know more about...

* * * * * * *

EVALUATION FORM

Your cooperation in evaluating this inservice will be appreciated. Thank you for answering all of the items. Please do not indicate your identity in any way as you complete the form.

Key: SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree

1.	The workshop met the objectives stated.	SA	A	U	D	SD
2.	Content of the presentation(s) was valuable.	SA	A	U	D	SD
3.	The presentation(s) was well organized.	SA	A	U	D	SD
4.	The presenter(s) was/were knowledgeable and enthusiastic.	SA	A	U	D	SD
5.	I benefited professionally from the information.	SA	A	U	D	SD
6.	The level of information presented was appropriate.	SA	A	U	D	SD
7.	The resource materials provided are useful.	SA	A	U	D	SD

8. What did you like best? ______________________________

9. What did you like least? ______________________________

10. What suggestions/recommendations can you give to improve the session(s)?

____

GOAL 6: ADDITIONAL RESOURCES AND REFERENCES

The primary resources for Goal 6 are:

The Special Needs Learner in Employment Related Training, Sitlington, P.L. & Goh, S.R., 1985.

SOURCE: Vocational Education Services
School of Education
Indiana University
Bloomington, IN 47405

How to Plan and Conduct a Successful Workshop: An Inservice Training Guide.

SOURCE: Educational System Planning
Route 5, Box 227G
Chico, CA 94926

Other resources and references for this section include:

Albright, L. & Markel, G. (1982). *Vocational education for the handicapped: Perspectives on program evaluation* (Personnel Development Series: Document 4). Champaign, IL: Office of Career Development for Special Populations, University of Illinois.

Davis, L.N. & McCallon, E. (1974). *Planning, conducting, evaluating workshops.* Austin, TX: Learning Concepts.

Duncan, J.R. (1982). *Comprehensive system of personnel development: Inservice considerations.* Columbia, MO: University of Missouri, Department of Special Education.

Mager, R.F. (1968). *Developing an attitude toward learning.* Belmont, CA: Fearson.

Occupational education and pupils with handicapping conditions. (n.d.). Albany, NY: NYS Education Department.

Parrish, L.H. & Kok, M. (1980). *A comprehensive inservice program for personnel providing vocational education to handicapped individuals.* College Station, TX: Texas A&M, College of Education.

Tindall, L.W. (1980). *Puzzled about educating special needs students?* Madison, WI: Vocational Studies Center.

GOAL 7: EVALUATE A VRE'S PROGRAM

OVERVIEW

One of the most difficult things to do is to evaluate one's own program, particularly when it is a unique program. The role of the VRE is "unique" in an AVTS setting compared to that of an instructor or an administrator. Therefore it must be viewed and evaluated within the context of its role as a resource and support system for handicapped students. The VRE is not an instructor, therefore the format used for evaluating instructors is usually inappropriate. This section attempts to provide some guidelines for the VRE to evaluate their own program and share the evaluation with their administration.

7.1 HOW CAN VREs EVALUATE THEIR PROGRAMS?

Evaluation of the VRE's program is indeed important. The goal of program evaluation is to improve the program through a process of gathering and providing useful information for decision making.

These steps are important components of the evaluation process and are steps a VRE should take in evaluating their program.

Plan:	Determine the goals and objectives of the program at the beginning of the year, and define the criteria (level of performance) to be achieved.
Implement:	Carry out activities to accomplish the identified goals and objectives.
Evaluate:	Compare the outcomes of the program with the level of performance criteria.
Decide:	Based on evaluation results, prioritize activities, and decide what changes are needed for further improvement of the program.

Once annual goals are written, a VRE may decide to write quarterly goals. A sample Quarterly Goal Sheet can be found in the Resources for Goal 1. In doing this, each quarter the VRE will be able to keep track of progress made toward the annual goals of the program.

7.2 WHEN SHOULD EVALUATION TAKE PLACE AND WHAT SHOULD BE EVALUATED?

Evaluation should be both ongoing (formative) and cumulative (summative). Formative evaluation is continuous throughout the year and looks at processes and products of the programs. Summative evaluation looks at all of the formative data and provides an end of the year look at the progress made.

Formative evaluations can:

- Aid in monitoring, coordinating, and controlling programs,
- Allow input during the process,
- Facilitate communication among staff,
- Provide for informed decisions on program adjustments.

Summative evaluation looks at program effectiveness in terms of:

- Impact of the program on students,
- Degree to which program objectives were met,
- Cost effectiveness of the program improvement,
- Recommendations for program improvement.

One form of ongoing (formative) evaluation would be quarterly grade reports of handicapped students in vocational classes. The end of the year (summative) grade report can help a VRE know if annual goals were met(assuming passing grades was one of the annual goals). A sample Summary Grade Report can be found in the Resources for Goal 7.

When writing annual program goals, the VRE should determine what types of activities should be evaluated and how they should be evaluated. The following may be useful in generating ideas about WHAT and HOW to evaluate different activities in a program.

ACTIVITIES	*EVALUATION*
• Working with instructors	• Time spent with instructors, changes agreed upon and implemented, number of passing students.
• Modifying curriculum	• Evidence of the modifications and how it helped the student.
• Modifying facilities and equipment	• Same as above.
• Working with special education staff	• Time spent, activities engaged in, number of students passing vocational class and/or number students enrolling in vocational class.
• Acting as an advocate for handicapped students	• IEP meetings, disciplinary meetings, parent meetings, teacher meetings and outcomes of situations.
• Providing support services	• Types of service provided, time spent and outcome.
• Monitoring student progress	• Progress reports, quarterly grades.
• Assisting in placement and follow-up	• Job development activities, outcome of student placement.

7.3 HOW CAN THE VRE EVALUATE HIS OR HER OWN PERFORMANCE?

A listing of the job competencies a VRE should exhibit in his or her performance can be utilized to evaluate performance. The list can be used as a self-evaluation tool by the VRE and as a staff evaluation tool by the administration, for the purpose of identifying areas of improvement in the VRE's performance.

Because each VRE's job competencies vary, the specific competencies should be adapted, deleted, or added to, depending on the VRE's particular job description and situation. Because the VRE interfaces with so many other persons, a checklist format might be give to instructors, counselors and administrators. Input from these school personnel can provide the VRE with valuable feedback regarding effectiveness. Several checklist formats in the Resources for Goal 7 might be useful.

The VRE should also be aware of other performance evaluation criteria used by his or her district.

7.4 WHAT ARE SOME EXAMPLES OF ANNUAL, MONTHLY, AND DAILY ACTIVITIES APPROPRIATE FOR A VRE?

Some annual activities might include:

- Informing vocational instructors of the learning problems of handicapped student,
- Developing inservice training activities,
- Attending IEP meetings.

Some monthly activities might include:

- Visiting all sending schools,
- Monthly progress reports and conferences with students,
- Meeting with special education teachers,
- Conducting advisory committee meetings,
- Observing in each vocational program,
- Reviewing IEP goals.

Some daily activities might include:

- Reviewing catalogs for appropriate resources,
- Checking attendance of students (if on a behavior contract including attendance as a goal),
- Ensuring proper documentation is in the student's file,
- Maintaining positive relationships with vocational instructors and administrators.

A sample format of VRE activities is provided in the Resources for Goal 7.

7.5 WHAT DOES A FIVE YEAR PROGRAM EVALUATION INCLUDE?

Every five years personnel from the Division of Vocational and Adult Education, along with other state educators, evaluate vocational programs to determine their quality and consistency with State goals. Nine areas are covered during the evaluation.

Goal 1: Provide vocational programs and services for secondary students commensurate with labor market demands.

Goal 2: Provide vocational programs and services for persons who need postsecondary education commensurate with labor market demands. (This goal is not applicable to secondary school districts.)

Goal 3: Provide vocational programs and services for persons who need adult education commensurate with labor market demands.

Goal 4: Provide services essential for handicapped, disadvantaged and limited English proficiency (L.E.P.) individuals to participate in vocational education.

Goal 5: Provide a program of preservice and inservice vocational education for professional personnel development.

Goal 6: Provide leadership opportunities for the future development and continued growth of the Missouri program of vocational education.

Goal 7: Provide administrative, ancillary, and other supportive services to enhance the quality of vocational instructional program efforts.

Goal 8: Provide opportunities for research and development programs, for exemplary programs and for related research activities to improve the quality of the Missouri program of vocational education.

Goal 9: Provide equal access to vocational programs, services, and activities for all individuals regardless of their sex, race, color, national origin, or handicapping condition.

SOURCE: *Five Year Evaluation: An Overview*, 1986.

Prior to the five year visit, the school does a self-study, gathering information and documentation for all nine areas. The evaluation team spends two to four days at the vocational school, reviewing documentation and talking to teachers, students, sending school personnel, advisory committee members, and administrators. On the last day of the evaluation, the team meets with designated school personnel to share its findings. The five year evaluation is designed to be a positive, constructive approach for vocational schools to improve the quality of their programs.

A copy of the items for the evaluation of Special Needs Programs can be found in the Resources for Goal 7. The most efficient method for getting ready for the five year evaluation is to collect the information necessary to answer each of the questions in separate file folders.

7.6 WHAT QUESTIONS ARE MOST APPLICABLE TO PROGRAMS FOR HANDICAPPED STUDENTS DURING ON-SITE REVIEWS?

At any point in the year, state department representatives from the Section of Vocational Special Needs may visit your program for an "on-site review." The following list of questions are usually asked, and specified documentation will need to be available. (Some of these questions relate to populations other than handicapped, and a VRE will not be involved with these questions.)

KEY QUESTIONS	**ON-SITE RECORD(S)**
1. Does the eligible recipient's philosophy of vocational education reflect federal and state goals and priorities for special needs students?	• Copy of philosophy
2. Has the eligible recipient identified special needs students?	• Definitions (Perkins Vocational Act of 1984) • Identification process
*3. Is information provided no later than the beginning of the ninth grade year to special needs students and their parents concerning the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs?	• Written procedures (process with timelines)
4. Has each special needs student enrolled in a vocational education program received an assessment of his/her interests, abilities, and special needs with respect to their potential for successfully completing the vocational education program?	• Written procedures (assessment process)
5. Do the assessment results include occupational interests, aptitudes, abilities, special services needed, and attainable vocational goals and objectives?	• Assessment reports
6. Are the vocational assessment results used to formulate a realistic vocational plan for each special needs student?	• Copy of plan - for the handicapped the IEP can be the plan - for the disadvantaged a written plan which contains the necessary information
7. Does the eligible recipient provide equal access to special needs students in recruitment?	• Recruitment materials and activities • Accommodations for Limited English Proficiency (LEP) individuals
8. Does the eligible recipient provide equal access to special needs students in enrollment?	• Selection criteria or admissions model • Student organization membership

9. Is equal access provided for special needs students to the *full range* of training opportunities including occupational, cooperative, and apprenticeship programs?	• Enrollment information
*10. Does the eligible recipient provide vocational education programs and activities for the handicapped in the least restrictive environment?	• Copy of IEP
*11. Is a representative from vocational education included in the individual education program (IEP) process where appropriate?	• Copy of IEP
12. Does each special needs student who enrolls in a vocational education program receive special services (i.e., VRE, counseling, supplemental staff, adaptation of curriculum, instruction, equipment, and/or facilities) designed to meet the special needs identified during a vocational assessment?	• Support services • Curriculum and instruction adaptation • Equipment modifications
13. Does the eligible recipient provide equal access to special needs students in placement activities?	• Record of placement activities
14. Does the eligible recipient provide opportunities for administrators, counselors, and vocational instructors to participate in inservice activities designed to increase their competencies for successfully integrating special needs students into regular vocational training programs?	• Inservice policies • Records of participation
15. Have all professional staff employed to serve special needs students availed themselves to inservice training when notified and their presence is requested by the Vocational Special Needs and Guidance Services Section, Department of Elementary and Secondary Education?	• Records of participation
16. Is the eligible recipient providing the approved services or activities as outlined under the "Use of Funds" and adhering to the description regarding the delivery system and personnel requirements?	• Local application (Special Needs) • Certification records • Daily schedule of special needs personnel • Advisory committee records

*SECONDARY ELIGIBLE RECIPIENTS ONLY
(*Vocational Special Needs Review Guide*, 1986)

7.7 DOES SPECIAL EDUCATION HAVE A SIMILAR PROGRAM MONITORING REVIEW?

Although a VRE is not usually involved, Special Education does have a monitoring review conducted by the State Department Division of Special Education. Each local Special Education Director writes a Compliance Plan each year. Reviewing this compliance plan may help the VRE understand the policies and procedures used in the Special Education department of their district. The State Department Division of Special Education monitors each school district in regard to their implementation of the district compliance plan. If a VRE is involved in this review, it is usually in the section of the *Case Record Review*. A sample of the Case Record Review can be found in the resources for Goal 7.

A VRE should be aware that each local education agency with special education programs has a State Department Special Education Consultant assigned to help the district in any way possible. Often, this consultant monitors the district's compliance and is available to provide technical assistance and help whenever needed.

7.8 WHAT ARE THE CURRENT FORMS FOR USE IN PROGRAM BUDGETING AND REIMBURSEMENT FOR CARL PERKINS MONIES?

The following pages contain sample forms for Title II-A and B and are as follow:

- Planning form for using handicapped allocation
- FV-4 (budget) form for allocated handicapped funds
- FV-2 (reimbursement) form for handicapped funds
- Overview of TITLE II-B funding
- Sample Objectives/Activities Narrative form for using Title II-B allocation for Personnel Development/Program Development/Curriculum Development

For complete forms, instructions and help with program planning and budgeting, contact:

Department of Elementary and Secondary Education
Vocational Special Needs and Guidance Services
P.O. Box 480
Jefferson City, MO 65102

SOURCE: *Missouri Vocational Planners Guide*, 1986.

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities
Handicapped

Page 1 of 2

County/District Code or Vendor Number _ _ _ - _ _ _

The "Allowable Activity Categories" and "Allowable Cost Items" used on this sheet are as discussed in the Vocational Planner's Guide. Each column in the matrix below represents an activity category which is allowable for expending federal funds for the handicapped. Each box in that column represents a cost item which is an allowable expenditure for that category. Please check [✓] each box as appropriate for the planned expenditure of your allocation for the handicapped. Please note that activity categories 11 and 12 are not included in the matrix. Please furnish information for these categories as requested on page two of this form.

ALLOWABLE ACTIVITY CATEGORIES

1. Notification/Provision of Information
2. Guidance, Counseling, Career Development and Placement
3. Vocational Resource Educator (VRE)
4. Basic Skills Instruction
5. Supplemental Professional Staff
6. Vocational Teacher Aides
7. Interpreters for the Deaf
8. Readers and Notetakers
9. Materials and/or Supplies
10. Special Equipment/Equipment Modifications
11. Separate Vocational Education Programs Yes [ ] No [ ]
12. Other Yes [ ] No [ ]

ALLOWABLE COST ITEMS	ALLOWABLE ACTIVITY CATEGORIES									
	1	2	3	4	5	6	7	8	9	10
*Salaries	NA					NA	NA	NA	NA	NA
Salaries (Noncertificated)	NA			NA	NA				NA	NA
Travel				NA		NA	NA	NA	NA	NA
Equipment	NA				NA	NA	NA	NA	NA	
Supplies and/or Materials					NA	NA	NA			
Publications		NA	NA	NA	NA	NA	NA	NA	NA	NA
Public Announcements		NA	NA	NA	NA	NA	NA	NA	NA	NA
Assessment (Evaluation) Purchase	NA		NA	NA	NA	NA	NA	NA	NA	NA

*For each [✓] in this row, supply the necessary information on a FV-1 form.
NOTE: All other checked [✓] cost items should be reported on the FV-4 form.
See sample FV-4 form contained in the Planner's Guide.

SAMPLE

Number: 6-920-00
1/8

FV-4 Equipment & Othe

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102

Application for Authorization to Purchase Equipment, Teaching Aids or Other Items for Vocational Programs

PLEASE READ INSTRUCTIONS ON REVERSE SIDE.

Fiscal Year Ending June 30, 1987	District Code	Local Education Agency (LEA)
Program Codes (Program and Type) 21-04		Mailing Address
Description of Program Title II-A Handicapped		City and Zip Code

Items Submitted For Approval

Description of Items	Quantity	Estimated	
		Unit Cost	Total Cost
NOTIFICATION/PROVISION OF INFORMATION		$	$
Publications			100.00
Travel			100.00
GUIDANCE, COUNSELING, CAREER DEVELOPMENT & PLACEMENT			
Staff Fringe Benefits (retirement, social security, board paid insurance, workman compensation, etc.)			5,600.00
Salary (Aide)	1 FTE		8,000.00
Materials and Supplies			400.00
Travel			600.00
VOCATIONAL RESOURCE EDUCATOR			
Staff Fringe Benefits			4,000.00
Travel			700.00
VOCATIONAL TEACHER AIDES			
Salary	1 FTE		8,000.00
Staff Fringe Benefits			1,600.00
SUPPLEMENTAL PROFESSIONAL STAFF			
Staff Fringe Benefits			4,000.00
INTERPRETERS FOR THE DEAF			
Salary (50 hours @ $10.00)			500.00
SPECIAL EQUIPMENT/EQUIPMENT MODIFICATION			
Typewriter (one hand)	1	800.00	800.00
RESTRICTED INDIRECT COST (RIDC)			
(RIDC) 3.32% x $20,000 (Estimated Amount of Allocation to be expended)			664.00
ADMINISTRATIVE COSTS (AVTS and Community/Junior Colleges)			
John Doe, Director			
Mary Smith, Assistant Director			4,000.00

Total Estimated Cost $ 39,064.00

FOR STATE OFFICE USE ONLY

County District	School Number	Program Code	Area Code	Year Paid	Year Chg.	Purpose	Expenditure	Reimbursement	State	Federal	Source	Section Code
							$	$	$	$		

Program Director

State Director of Vocational Education

Approval Date

MO 500-01304

SAMPLE

Number: 6-920-00
1/

Form FV-2 (Equipme

DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102

Reimbursement for Equipment, Teaching Aids or Other Items for Vocational Programs

PLEASE READ INSTRUCTIONS ON REVERSE SIDE BEFORE COMPLETING.

Program Codes (Program and Type) 21-04

Description of Program Title II-A Handicapped

Items For Which Reimbursement Is Claimed

(1) Date Purchased	(2) From Whom Purchased	(3) Description of Item Attach Invoices	(4) State Use Only	(5) Expenditure	(6) Check No.
		NOTIFICATION/PROVISION		$	
		OF INFORMATION			
		Publications		50.00	
		Travel		125.00	
		GUIDANCE, COUNSELING, CAREER			
		DEVELOPMENT & PLACEMENT			
		Staff Fringe Benefits		5,600.00	
		Salary (Aide)		8,000.00	
		Materials and Supplies		100.00	
		Travel		350.00	
		VOCATIONAL RESOURCE EDUCATOR			
		Staff Fringe Benefits		4,000.00	
		Travel		600.00	
		VOCATIONAL TEACHER AIDES			
		Salary		7,800.00	
		Staff Fringe Benefits		1,500.00	
		SUPPLEMENTAL PROFESSIONAL STAFF			
		Staff Fringe Benefits		4,200.00	
		INTERPRETERS FOR THE DEAF			
		Salary (55 hours @ $10.00)		550.00	
		SPECIAL EQUIPMENT/EQUIPMENT			
		MODIFICATION			
	IBM	Typewriter (one hand)		825.00	10901
		RESTRICICTED INDIRECT COST (RIDC)			
		(RIDC) 3.32% x $20,000		664.00	
		ADMINISTRATIVE COSTS			
		John Doe, Director			
		Mary Smith, Assistant Director		4,000.00	

TOTAL EXPENDITURE $ 38,364.00

FOR STATE OFFICE USE ONLY

District Code	Sec. Code	Sch. Code	Program Code	Area Code	Year Code P C	Purp.	Source	State Amount	Federal Amount	Expenditure	Reimbursement
								$	$	$	$

Approved by: ______________________

MO 500-01303

TITLE II, PART B
VOCATIONAL EDUCATION IMPROVEMENT, INNOVATION, AND EXPANSION

OVERVIEW

Under this part of the law, eligible recipients are given a broad range of choices when using matching funds. Keep in mind that the law does not permit the use of Title II, Part B money to maintain existing programs. Routine expenditures, such as supply purchases, normal intradistrict teacher travel, and expenditures on students in vocational student organizations are not eligible for reimbursement. The law specifically prohibits supplanting local funds with federal money. The law encourages eligible recipients to expand, improve, modernize and/or develop high quality vocational education programs. Suggestions for projects are provided in the following categories of personnel, program, and curriculum development. Title II-B programs are funded at 50 percent of the incurred cost. Eligible recipients must supply the remaining 50 percent of the direct project costs. While allocations to eligible recipients will be made on an annual basis, the original program applications will cover a three-year period (1986-88) and, subsequently, two-year periods thereafter. Local school districts that do not wish to use their 1986 allocation and desire to participate in the 1987 Title II-B program must complete a Local Application for Federal Vocational Funding.

Any vocational education project, service, or activity that was not provided by the recipient during the instructional term that preceded funding under this program may be considered a new, expanded, improved, modernized, or developed project, service, or activity, and may be considered so for up to three years (1986-88).

Program planners are urged to coordinate planning activities with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act to avoid duplication of services.

ALLOWABLE ACTIVITIES UNDER TITLE II-B

Activities could include seminars, workshops, field trips, speakers from industry, curriculum revision or expansion that deals with, but are not limited to:

- Telecommunication systems (AGRIDATA, EDNEB, AGNET, SOURCE, BRS, etc.)
- Customized business/industry (high technology) programs designed to promote economic growth
- New or expanding vocational and prevocational programs (with the exception of consumer and homemaking education programs) particularly in economically depressed urban and rural areas
- Exemplary and innovative programs which stress new and emerging technologies
- Postsecondary and adult programs to upgrade skills of the employed, unemployed, limited English-speaking, and displaced homemakers

- -- Activities of vocational student organizations carried out as an integral part of secondary and postsecondary instruction but limited to teacher travel and lodging costs
- -- Day care services for children of students in secondary and postsecondary vocational programs
- -- Renovation of facilities necessary to improve or expand programs
- -- Materials and supplies required to conduct the activities as outlined in the application. Only expenses in excess of the regular agency cost and those necessary to conduct the activity should be shown
- -- Lease major equipment items if the purchase of such equipment is not feasible
- -- Maintenance and repair of vocational equipment
- -- Electronics in communication
- -- A study of laser/fiber optics - Program Development
- -- Computerized graphic arts
- -- Study and design of automated systems used in manufacturing and production processes
- -- Designing and the use of solar energy applicable to business, industry and the home environment
- -- Teaching techniques utilizing audio visual and electronic equipment/materials
- -- Sharing or developing innovative teaching strategies
- -- Developing computer assisted instruction
- -- Teaching the adult learner
- -- Curriculum development/management
- -- Self-assessment of strengths and weaknesses of present vocational program components
- -- Presenting and managing vocational programs
- -- Keys to quality vocational programs
- -- Mainstreaming of special population students
- -- Equal employment opportunity standards
- -- Articulation between secondary and postsecondary vocational programs
- -- Apprenticeship and JTPA through Vocational Education
- -- Conducting "time on task" assessments
- -- Conducting effective site visits and evaluations
- -- Advisory committee activities related to a special project
- -- Surveying students, business, and industries to determine occupational training needs (Includes development of survey instrument and training of personnel who will conduct the assessment and analyze the results)
- -- Entrepreneurship curriculum, and
- -- Other items may include printing, data processing services, facility rental, or any expenditure which is not elsewhere identified and necessary to conduct the application activities.

A. DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities

PERSONNEL DEVELOPMENT

County/District Code ___ ___ ___ . ___ ___ ___

If you are using any part of the district's Title II-B allocation for PERSONNEL DEVELOPMENT purposes, please complete this form and return it with your FV-4 form. Please use the space below, and additional sheets as necessary, to describe the objectives of the planned curriculum development project(s).

OBJECTIVES (What is to be accomplished?)	ACTIVITIES (How will it be accomplished?)

- -

B. DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities

PROGRAM DEVELOPMENT

County/District Code ___ ___ ___ . ___ ___ ___

If you are using any part of the district's Title II-B allocation for PROGRAM DEVELOPMENT purposes, please complete this form and return it with your FV-4 form. Please use the space below, and additional sheets as necessary, to describe the objectives of the planned curriculum development project(s).

OBJECTIVES (What is to be accomplished?)	ACTIVITIES (How will it be accomplished?)

- -

C. DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities

CURRICULUM DEVELOPMENT

County/District Code ___ ___ ___ . ___ ___ ___

If you are using any part of the district's Title II-B allocation for CURRICULUM DEVELOPMENT purposes, please complete this form and return it with your FV-4 form. Please use the space below, and additional sheets as necessary, to describe the objectives of the planned curriculum development project(s).

OBJECTIVES (What is to be accomplished?)	ACTIVITIES (How will it be accomplished?)

RESOURCES FOR GOAL 7

1. Sample Summary Grade Report
2. Sample Performance Evaluation Checklists
3. VRE activities format
4. Five Year Evaluation: Questions on Special Needs Programs (Goal 4 of the evaluation)
5. Case Record Review - Special Education

SUMMARY GRADE REPORT

85-86

REPORT ON STUDENT PROGRESS

SPECIAL NEEDS DEPARTMENT

PROGRAM AREA/AVERAGE GRADES	GR. PER. 1st	GR. PER. 2nd	GR. PER. 3rd	GR. PER. 4th
Apparel & Fashion Design	88%	83%	91%	82%
Auto Body	90%	85%	85%	85%
Auto Mechanics	73%	67%	77%	84%
Building Construction I	85%	88%	79%	78%
Building Construction II	91%	87%	90%	86%
Building & Grounds Care	87%	89%	84%	87%
Commercial Art	87%	83%	78%	100%
Drafting	83%	83%	73%	84%
Electricity	84%	95%	80%	89%
Electronics	90%	96%	93%	95%
Food Service	90%	90%	80%	89%
Health Occupations	83%	85%	83%	89%
Heating & Air Conditioning	93%	93%	93%	96%
Machine Trades	74%	86%	86%	86%
Printing	93%	90%	90%	90%
Travel & Lodging	58%	79%	86%	81%
Welding	73%	73%	80%	82%
Word Processing	85%	85%	74%	75%
AVER. GR. OF ALL SP. STUDENTS	84%	85%	83%	87%

SUMMATIVE EVALUATION REPORT

Vocational Resource Educator ______________________ Date __________

Performance Area I: The Vocational Resource Process

CRITERIA* The VRE		Performance Levels		Performance Expectation	In Addition to Performance Expectation
A. Creates a climate conducive to the role of the VRE.	** Not observed A I	Displays little or no skill in creating a climate conducive to the role of the VRE.	Intermittently displays skills necessary to create a climate conducive to the role of VRE.	Consistently creates a climate conducive to the role of the VRE.	Displays evidence of superior skills in creating a climate conducive to the role of the VRE.
B. Displays competent knowledge of VRE role.	** Not observed A I	Demonstrates insufficient knowledge of VRE role.	Demonstrates limited knowledge of VRE role.	Demonstrates appropriate knowledge of VRE role.	Demonstrates superior knowledge of VRE role.
C. Uses VRE time effectively.	** Not observed A I	Shows little or no evidence of maintaining an effective schedule.	Sometimes maintains an effective schedule.	Maintains a schedule appropriate for accomplishing objectives of the program.	Is extremely skillful in organizing time.
D. Implements VRE program effectively.	** Not observed A I	Shows little or no evidence of implementing VRE program.	Ineffectively implements the VRE program.	Effectively implements the VRE program.	Displays evidence of superior organizational ability in implementing the VRE program.
E. Demonstrates the ability to communicate effectively with students.	** Not observed A I	Does not communicate clearly with students.	Sometimes communicates clearly but does not encourage student input.	Communicates clearly and encourages relevant interaction.	Is extremely skillful in using a variety of verbal and non-verbal techniques to communicate with students.

CRITERIA* The VRE		Performance Levels		Performance Expectation	In Addition to Performance Expectation
F. Assists vocational instructors in meeting the needs of special needs students.	** Not observed A I	Does not assist vocational instructors in meeting the needs of special needs students.	Intermittently assists vocational instructors in meeting the needs of special needs students.	Consistently assists vocational instructors in meeting the needs of special needs students.	Willingly provides extra efforts in assisting vocational instructors in meeting the needs of special needs students.
G. Assists special education instructors in meeting the vocational related needs of their students.	** Not observed A I	Does not assist special education instructors in meeting the vocational related needs of their students.	Intermittently assists special education instructors in meeting the vocational related needs of their students.	Consistently assists special education instructors in meeting the vocational related needs of their students.	Willingly provides extra effort in assisting special education instructors in meeting the vocational related needs of their students.
H. Demonstrates the ability to communicate effectively with teachers and administrators.	** Not observed A I	Does not communicate clearly with teachers and administrators.	Sometimes communicates clearly but does not encourage teacher and/or administrator input.	Communicates clearly and encourages relevant interaction.	Is extremely skillful in communicating with teachers and administrators.
I. Assists in the placement and follow-up of special needs vocational students.	** Not observed A I	Does not assist in the placement and follow-up of special needs vocational students.	Intermittently assists in the placement and follow-up of special needs vocational students.	Consistently assists in the placement and follow-up of special needs vocational students.	Willingly provides extra effort in assisting in the placement and follow-up of special needs vocational students.

Performance Area II: VRE Program Management

CRITERIA* The VRE		Performance Levels		Performance Expectation	In Addition to Performance Expectation
A. Organizes a systematic VRE program.	** Not observed A I	Does not organize the VRE program.	Ineffectively organizes the VRE program.	Clearly organizes an appropriate VRE program.	Demonstrates superior ability in organizing the VRE program.
B. Develops a structure for the implementation of the VRE program.	** Not observed A I	Does not develop a structure to implement the VRE program.	Ineffectively implements activities to support the VRE program.	Provides an effective organizational structure for implementing the VRE program.	In addition to the expectation, assesses and modifies the VRE program to meet staff and student needs.
Performance Area III: Interpersonal Relationships					
A. Demonstrates positive interpersonal relations with students.	** Not observed A I	Is unresponsive to the needs of students.	Intermittently shows sensitivity to the needs of students.	Demonstrates sensitivity to all students.	Willingly provides extra efforts to meet the needs of students.
B. Demonstrates positive interpersonal relations with educational staff.	** Not observed A I	Shows little or no interest in interacting with educational staff.	Intermittently shows interest in activities of educational staff.	Works well with members of educational staff.	Provides leadership to promote a good working relationship with educational staff.
C. Demonstrates positive interpersonal relations with parents/patrons.	** Not observed A I	Shows little or no interest in interacting with parents/patrons.	Intermittently shows interest in the activities of parents/patrons.	Works well with parents/patrons.	Provides active leadership to promote a good working relationship with parents/patrons.

Performance Area IV: Professional Responsibilities

CRITERIA* The VRE		Performance Levels		Performance Expectation	In Addition to Performance Expectation
A. Participates in professional growth activities.	** Not observed A I	Shows little or no interest in professional growth activities.	Ocassionally participates in professional growth activities.	Seeks out and voluntarily participates in relevant professional activities.	Initiates professional growth activities; encourages other staff to participate in professional activities.
B. Follows the policies and procedures of the school district.	** Not observed A I	Does not comply with school and district regulations and policies.	Intermittently complies with school and district regulations and policies.	Fully complies with school and district regulations and policies.	Provides leadership in the development and improvement of school and district regulations and policies.
C. Assumes responsibilities outside of VRE assignment as they relate to the school.	** Not observed A I	Does not assume responsibilities outside the VRE assignment.	Intermittently assumes responsibilities outside the VRE assignment.	Performs responsibilities outside the VRE assignment to facilitate the smooth operation of the school.	Is self-motivated; assumes extra responsibilities willingly.
D. Demonstrates a sense of professional responsibility.	** Not observed A I	Does not fulfill directed school responsibilities.	Needs to be reminded to meet directed school responsibilities.	Fulfills directed school responsibilities.	Is self-motivated; assumes extra responsibilities willingly.

COMMENTS:

COMMENTS:

VRE's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)

ADMINISTRATORS

VRE: ______________________________

INSTRUCTIONS: Circle the number that most closely describes your perception of the performance of the above named VRE. If an item is "not applicable", please circle the number "0".

	Always			Never		N/A
1. S/he follows the rules and policies of my school.	5	4	3	2	1	0
2. S/he appears comfortable with other staff.	5	4	3	2	1	0
3. S/he has answered any questions I have fully and accurately.	5	4	3	2	1	0
4. S/he appears to relate well to students.	5	4	3	2	1	0
5. S/he makes appointments and meets with me at my most convenient times, when necessary.	5	4	3	2	1	0
6. S/he uses tact and good judgment in interacting with me and others I have observed.	5	4	3	2	1	0
7. S/he listens to others viewpoints and tries to reach an agreement.	5	4	3	2	1	0
8. S/he offers suggestions for change through the proper channels.	5	4	3	2	1	0
9. S/he promotes good relationships with parents.	5	4	3	2	1	0
10. S/he participates in meetings and extracurricular activities, when requested.	5	4	3	2	1	0
11. S/he is on time to meetings, conferences, etc.	5	4	3	2	1	0
12. S/he keeps me updated on what she is doing.	5	4	3	2	1	0
13. I feel I am familiar with what the VRE does in my school.	5	4	3	2	1	0
14. I feel the VRE is an asset to my building, programs and staff.	5	4	3	2	1	0

COMMENTS:

SPECIAL EDUCATION INSTRUCTOR

VRE: ______________________________

INSTRUCTIONS: Circle the number that most closely describes your perception of the performance of your VRE. If an item is "not applicable", please circle the number "0".

	Always				Never	N/A
1. Answers questions or provides information completely and accurately.	5	4	3	2	1	0
2. When requested, has served as a resource to you in the areas of career education, relating vocational interests to academic coursework and entry level skills criteria.	5	4	3	2	1	0
3. When requested, has served as a resource to you about vocational classes available or special employment options for special education students.	5	4	3	2	1	0
4. When requested, has served as a resource to you about teaching work habits, attitudes and other work adjustment skills.	5	4	3	2	1	0
5. Keeps you updated regarding your student's progress/status in vocational classes.	5	4	3	2	1	0
6. Screens special education students who are interested in vocational classes and makes suggestions for the most appropriate vocational class placement.	5	4	3	2	1	0
7. Is able to relate well to most of your students.	5	4	3	2	1	0
8. Has talked with at least half of your special education students about vocational plans, courses, jobs, etc.	5	4	3	2	1	0
9. Makes appointments, visits, meets with you during your most convenient times, whenever possible.	5	4	3	2	1	0
10. Uses tact and good judgment in interacting with you and others you have observed.	5	4	3	2	1	0
11. Listens to another viewpoint and tries to reach agreement.	5	4	3	2	1	0
12. Seems to know other staff and appears comfortable in the school.	5	4	3	2	1	0
13. Appears acquainted with community resources and uses them appropriately.	5	4	3	2	1	0
14. Is fair and constructive in criticism.	5	4	3	2	1	0

	Always			Never		N/A
15. Offers suggestions for change through proper channels.	5	4	3	2	1	0
16. Is on time to meetings, conferences, etc.	5	4	3	2	1	0
17. Promotes good relationships with parents.	5	4	3	2	1	0
18. Participates in conferences/meetings when asked.	5	4	3	2	1	0

Comments:

If you have referred students to the Vocational Evaluation Lab, please complete the following.

	Always			Never		N/A
1. Consults with you about the best time for the student to attend the lab and make up absences.	5	4	3	2	1	0
2. Provides complete and accurate information to you about the evaluation lab's purposes, facilities, scheduling and expected outcomes.	5	4	3	2	1	0
3. Handles student problems during their lab attendance satisfactorily (following up on absences, behavior problems, etc.).	5	4	3	2	1	0
4. Confers with you about the student's vocational evaluation report.	5	4	3	2	1	0
5. Participates in conferences for students considering enrollment in vocational programs, answers questions, formulates appropriate goals/objectives for the IEP, provides reports for the meeting, etc.	5	4	3	2	1	0

VOCATIONAL TEACHER

INSTRUCTIONS: Circle the number that most closely describes your perception of the performance of your VRE. If an item is "not applicable", please circle the number "0".

	Always				Never	N/A
1. Answers questions or provides information completely and accurately.	5	4	3	2	1	0
2. When requested, has served as a resource to you in the areas of career education, relating vocational interests to academic coursework and entry level skills criteria.	5	4	3	2	1	0
3. When requested, has served as a resource to you about special employment options for special needs students.	5	4	3	2	1	0
4. When requested, has served as a resource to you about teaching work habits, attitudes and other work adjustment skills.	5	4	3	2	1	0
5. When requested, has served as a resource to you in curriculum planning and locating appropriate materials.	5	4	3	2	1	0
6. When requested, has served as a resource to you in individualizing course materials for student.	5	4	3	2	1	0
7. Is able to relate well to most of your students.	5	4	3	2	1	0
8. Has talked with at least half of your special education students about vocational plans, jobs, etc.	5	4	3	2	1	0
9. Makes appointments, visits, meets with you during your most convenient times, whenever possible.	5	4	3	2	1	0
10. Uses tact and good judgment in interacting with you and others you have observed.	5	4	3	2	1	0
11. Listens to another viewpoint and tries to reach agreement.	5	4	3	2	1	0
12. Seems to know other staff and appears comfortable in the school.	5	4	3	2	1	0
13. Appears acquainted with community resources and uses them appropriately.	5	4	3	2	1	0
14. Is fair and constructive in criticism.	5	4	3	2	1	0
15. Offers suggestions for change through proper channels.	5	4	3	2	1	0
16. Is on time to meetings, conferences, etc.	5	4	3	2	1	0
17. Promotes good relationships with parents.	5	4	3	2	1	0
18. Participates in conferences/meetings when requested.	5	4	3	2	1	0
19. When requested, is willing to supervise class when an emergency arises and I need to be gone for short periods of time.	5	4	3	2	1	0

Comments:

VRE Evaluation Checklist

	Excellent		Adequate	Needs Improvement		Suggested Improvement
	5	4	3	2	1	
Work with staff to maintain rapport and communication.						
Assist in modification of vocational programs, curriculums, equipment or methods to meet the needs of students.						
Work with special education staff to obtain educational and behavioral info and provide service to students.						
Comply with state and federal laws, regulations and guidelines for Handicapped Programs.						
Act as an advocate for handicapped students.						
Contact vocational instructors about students' progress.						
Arrange for remedial instruction or tutoring.						
Identify alternative strategies for students who are not meeting the specified vocational goals and objectives.						
Help instructors implement appropriate individualized instruction.						
Work with the administration in preparing the school environment for mainstreaming.						
Compile resource and media information which will help staff members as they work with students.						
Provide info to your school, other sending schools and community about services the program offers to handicapped students.						
Provide and/or secure inservice training for staff.						
Provide motivational, vocational and support service to students.						
Work with counselors and placement staff.						
Establish communication channels; coordinate information sent to and received from sending or other schools.						
Develop a referral procedure between program and service area.						
Refer handicapped students for vocational evaluation, academic testing or other support services.						

	Excellent		Adequate	Needs Improvement		Suggested
	5	4	3	2	1	Improvement
Work with staff members of the sending school as well as the vocational school to assure that the programs for individual students complement each other.						
Develop, utilize and evaluate procedures for communicating with parents about abilities, placement, progress and future goals of students.						
Assist students to take an active part in the planning of their program.						
Participate in I.E.P. staffing.						
Contact community agencies to identify and utilize resources.						
Select and acquire instructional materials appropriate for handicapped students.						
Establish and utilize advisory committee.						

Activities of Vocational Resource Educator in Delivery of Vocational Programming of Special Needs Students

The purpose of the VRE is to assist in ensuring the vocational success of handicapped students in regular programs. Major responsibilities are providing assistance for the vocational instructors and serving as liaison with the sending schools.

SEPTEMBER	JANUARY	MAY
*Visit all sending school principals, counselors and special education instructors *Confirm list of pre-enrolled special needs students *Go over entry level skills, IEP, IVEP of each student *Place textbooks in all sending schools *Begin TAP testing of 10th grade Special Needs Students	*Semester reports to special teachers *Individual conference with each student, go over IEP, confirm placement for second semester *Begin preemployment activities with special needs students *Begin Vocational Education Week activities *Stress participation of special needs students in organizations	*Confer with pre-enrolled Special Needs students *Go over Entry Level Skills for each program with special education instructors *Highlight specific skills for inclusion in IEP *Participate in IEP staffing *Advisory Committee meeting
OCTOBER	FEBRUARY	JUNE
*Individual conference with each special needs student *Individual conference with each vocational instructor and special needs instructor *Vocational instructors inservice *Mid-quarter progress reports to sending schools	*Vocational Education Week Open House - Involve special students in activities *Preemployment training for seniors *Check for names of potential enrollees and returning seniors	----------------
NOVEMBER	MARCH	JULY
*First quarter evaluations, conference with student, special education instructor and vocational instructor *Review IEP, adjust placement if necessary *Begin work with special needs students entering District Vocational Club contests	*General recruitment information to sending schools *Go over Entry Level Skill for all programs with special education instructors *Tentative list of pre-enrollees *Update of special needs program to sending school counselors and principals	*MVA *Place order for recorded textbooks from Recordings for the Blind
DECEMBER	APRIL	AUGUST
*Mid-quarter evaluations and conferences with students and special education instructors	*Special Needs Workshop, Vocational Technical School *Potential students and special education instructors tour building individually *Textbooks and materials of all vocation programs to special education instructors *Sending schools recruitment *Vocational Club State Contests	*Vocational teacher inservice, Special Needs instructor inservice *Pre-school workshops

QUARTERLY ACTIVITIES

FIRST QUARTER	SECOND QUARTER
--Meet with Vocational Teachers to a) Communicate re: special needs students and review assessment information; b) Plan programs and adjustments; and c) Write vocational components to IEPs, if not done --Complete JTPA Intake --Organize rosters on IEP and JTPA students by sending school and class --Conference with each IEP/JTPA student to set educational and occupational goals and to encourage participation in student organizations --Obtain copies of current IEPs if they are not on file at VoTech --Check out copies of textbooks to sending schools --Attend VRE Inservice training in Columbia --Participate in combined School Board Meeting --Participate in first quarter Parent Conferences -- Hold first Advisory Committee Meeting -- IEP Progress Check at end of Quarter	--Assist with follow-up of Special Needs students --Conduct inservice training session for vocational instructors --Career Counseling: discuss interests, work values, decision-making techniques, verbalization of strengths --Additional resources as needed for semester exams --Begin preparation for National Vocational Education Week --Recruiting presentations of vocational education to all 8th graders --Assist sending schools with completion of Vocational Assessment Summaries --Second Advisory Committee Meeting --IEP Progress Check at end of semester
THIRD QUARTER	FOURTH QUARTER
--Participate in Vocational Education Week --Third Quarter Parent Conferences --Career Counseling--review job seeking skills --Inservice--Special Needs Personnel --Interviews with all prospective vocational special needs students --Vocational staffings --Third Advisory Committee Meeting --Assistance for Sending School Special Services Teachers in planning for remediation of weak Entry Level Skills, as determined during Vocational Assessment process --Arrange visits for special needs students who would like to observe specific vocational programs --Third Quarter IEP update --Notify 8th grade students and parents of vocational training opportunities and requirements	--Career Counseling: Plan for summer jobs and/or postsecondary transition --Meet with parents of incoming special needs students --Coordinate placement planning and services for all special needs students with JTPA, Vocational Rehabilitation, Employment Security, etc. --Semester exams --Final IEP Progress Reports --Update skills completed on VIMS competency cards

FIVE YEAR EVALUATION

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION

GOAL NO. 4

Provide services essential for handicapped, disadvantaged and limited English proficiency (LEP) individuals to participate in vocational education.

INSTITUTION GOAL

CRITERION QUESTION

To what extent does the institution provide the services essential for handicapped, disadvantaged and LEP individuals to participate in vocational education?

Directions: Listed below are questions and statements pertaining to Goal No. 4. For each of the questions, check the most appropriate response. If your response is _no_ or if neither response is appropriate, please justify. Persons responsible for information presented should be prepared to explain if requested. Note: The term "Special Needs" is inclusive of handicapped, disadvantaged and LEP individuals.

Please identify, by name and title, the person(s) having the responsibility for services for Special Needs students.

______________________________	______________________________
NAME	TITLE

4-1 Are the definitions in the Carl D. Perkins Vocational Education Act (P.L. 98-524) used to identify handicapped, disadvantaged and LEP individuals in the service areas?

Yes _____ No _____

(Acceptable evidence: A copy of the definitions.)

4-2 Have the handicapped, disadvantaged and LEP populations in the service area been identified?

Yes _____ No _____

(Acceptable evidence: Date describing the number of handicapped, disadvantaged and LEP persons in the service area.)

4-3 Have the services essential for the special needs students to participate in vocational education been identified?

Yes _____ No _____

4-4 Using the following format, provide the demographic data on the special needs students currently enrolled in each vocational education program.

	SECTION I (AM)				SECTION II (PM)				SECTION III (if needed)			
VOCATIONAL PROGRAM TITLE	TOTAL ENROLLMENT	H	D	LEP	TOTAL ENROLLMENT	H	D	LEP	TOTAL ENROLLMENT	H	D	LEP
Welding (sample)	18	1	5	0	15	3	3	1				

4-5 Has a procedure been established whereby instructors in regular vocational programs are notified when a handicapped, disadvantaged or LEP student enrolls in their classes and advised as to specific needs of the student?

Yes _____ No _____

(Acceptable evidence: Description of procedures.)

4-6 Has inservice training been provided for all vocational staff on methods, approaches, techniques, etc., to better serve special needs students?

Yes _____ No _____

*4-7 Does the administrator have a copy of each handicapped student's individualized education program (IEP) available?

Yes _____ No _____

*Secondary Schools Only

4-8 Does the administrator have a copy of each disadvantaged student's individualized vocational education program (IVEP) required for early entry into a vocational training program?

Yes _____ No _____

(Acceptable evidence: Location of IVEP's for review.)

4-9 Have participating districts been provided orientation and been given encouragement to refer special needs students for vocational training?

Yes _____ No _____

4-10 Has the institution developed or utilized modified or special curriculum designed for the special needs students?

Yes _____ No _____

(Acceptable evidence: List of special or modified curriculum.)

4-11 Does the institution provide placement services for special needs students?

Yes _____ No _____

(Acceptable evidence: Copy of placement records.)

4-12 Does the institution conduct a follow-up of special needs students leaving vocational programs?

Yes _____ No _____

(Acceptable evidence: Copy of follow-up report.)

4-13 If federal funds allocated through Title II-Part A are utilized for handicapped/disadvantaged (including LEP) individuals, the institution is in compliance with the assurances set for them in the Vocational Planner's Guide.

Yes _____ No _____

(Acceptable evidence: Evidence for each assurance is required.)

Missouri Department of Elementary and Secondary Education
Section of Special Education

PROGRAM REVIEW
ATTACHMENT B: CASE RECORD REVIEW

Name ______________________ Date of Birth __________ Grade _______ Placement __________

(Indicate if the following items/documentation are present in the individual folder.)	Documented YES	Documented NO	DESE Comment
* Access sheet present in folder.	____	____	
Referral/Screening Date of initial referral ____________			
Documentation that periodic/continuous screening is conducted in all areas of functioning is available: Health _____ Vision _____ Hearing _____ Speech and Language _____ Intellectual Development _____ Achievement _____ Social/Emotional Development _____			
Documentation is present that screening information is used in the development of an individualized evaluation plan	____	____	
Documentation that program modifications/alternative strategies were implemented	____	____	
Evaluation/Diagnosis			
Notice of Intent to Evaluate or Reevaluate is implemented	____	____	
-- Description and explanation of action proposed or refused	____	____	
-- Description of options considered and reasons for rejection of options not selected.	____	____	
-- Description of each evaluation procedure, test, record or report used as a basis for the action proposed or refused	____	____	
-- Description of any other relevant factors to the proposed action	____	____	
-- Statement describing all procedural safeguards and parent rights	____	____	
Documentation that parental consent is obtained prior to initial evaluation Date of consent ________________	____	____	
A written diagnostic summary is present with appropriate content.			
-- Synthesis of information from screening and evaluation considering all areas of functioning	____	____	
-- Behavior noted during observation and the relationship of that behavior to academic functioning	____	____	
-- Relevant medical findings	____	____	
-- Effects of environmental, cultural or economic disadvantage	____	____	
-- The existence and nature of the handicapping condition	____	____	
-- The basis for making the determination, including the utilization of approved eligibility criteria	____	____	
-- Signatures of the individual multidisciplinary team members	____	____	
Diagnostic staffings are conducted within thirty (30) calendar days after consent to evaluate Date of staffing ________________	____	____	
Comprehensive evaluation information is current within the required three years Dates of reevaluation ________________	____	____	

	Documented YES	Documented NO	DESE Comment
IEP Development and Implementation			
IEP is developed for each identified eligible handicapped student within thirty (30) calendar days of the staffing and diagnostic summary Date of IEP Meeting ________	____	____	
Documentation that the IEP is developed during the IEP meeting with the parent prior to placement recommendations.	____	____	
IEP is developed prior to the initiation of services	____	____	
IEP is present with appropriate content.			
-- The present level of performance is stated in a narrative which synthesizes the student's strengths and weaknesses from the diagnostic summary	____	____	
-- The goals and objectives in the IEP reflect programmatic and intervention needs as stated in the present level of performance	____	____	
-- The specific special education and related services	____	____	
-- The extent of participation in regular education.	____	____	
-- The projected dates for initiation and duration of services	____	____	
Appropriate criteria are established for each short-term instructional objective	____	____	
Evaluation procedures are established to review whether the short-term instructional objectives are being achieved	____	____	
Evaluation results are documented for each short-term instructional objective at least on an annual basis	____	____	
-- IEP has been reviewed and revised at least annually	____	____	
-- A statement regarding BEST when applicable	____	____	
IEP participants:			
-- A representative of the local school district	____	____	
-- A child's teacher	____	____	
-- One or both of the parents	____	____	
-- The child, when appropriate	____	____	
-- Evaluation personnel (initial IEP)	____	____	
Notice of Intent for Initial Placement is implemented	____	____	
-- Description and explanation of action proposed or refused	____	____	
-- Description of options considered and reasons for rejection of options not selected.	____	____	
-- Description of each evaluation procedure, test, record or report used as a basis for the action proposed or refused	____	____	
-- Description of any other relevant factors to the proposed action	____	____	
-- Statement describing all procedural safeguards and parent rights	____	____	
Written parental consent is obtained prior to initial placement Date of Consent to Place ________	____	____	
Notice of Intent for Change of Placement is implemented	____	____	
-- Description and explanation of action proposed or refused	____	____	
-- Description of options considered and reasons for rejection of options not selected.	____	____	
-- Description of each evaluation procedure, test, record or report used as a basis for the action proposed or refused	____	____	
-- Description of any other relevant factors to the proposed action	____	____	
-- Statement describing all procedural safeguards and parent rights Date of Change of Placement ________	____	____	
The IEP is implemented as soon as possible following the IEP meeting Date of Initiation of Services ________	____	____	

GOAL 7: ADDITIONAL RESOURCES AND REFERENCES

The primary resources for Goal 7 are:

Evaluation Handbook: Guidelines and Practices for Follow-Up Studies of Former Vocational Education Students, Franchak, S.J. & Weiskott, J., 1978.

SOURCE: The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Other resources and references for this section include:

Dick, M., Flanagan, M., Cameron, C. & West, L. (1981). *Final report: Developing comprehensive job competencies for vocational resource educators, vocational evaluators, and vocational special needs instructors*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Five year evaluation: An overview. (1986). Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Missouri vocational planner's guide. (1986). Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Vocational special needs review guide. (1986). Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

GLOSSARY

Ad Hoc Advisory Committee: Is appointed for one purpose and is generally of short-term tenure. It provides for pre-operational steering, survey, feasibility study, or any special problem that may arise during the development or operation of a program of vocational education. Following the completing of the specific assignment, the Ad Hoc Advisory Committee is terminated.

Administrative Advisory Committee: Is appointed for the specific purpose of improving lines of communication between area vocational schools and those schools sending students to the area vocational school. This committee deals with schedules, calendars, new programs, transportation, and other items that are necessary for the administrative body to consider. The recommendations from this committee are advisory, and final policy is vested in the elected board.

Adult Program: Means vocational education for persons beyond the age of compulsory school attendance who have already entered the labor market or who are unemployed or have completed or left high school and who are not described in the definition of "postsecondary programs." Adult programs are classified into the following categories: (1) *Supplemental* programs provide opportunities for employed adults to gain additional skill and knowledge about their present job; (2) *Preparatory* programs are designed to prepare an adult with sufficient job skills and knowledge to enter an occupation new to them; (3) *Apprenticeship* programs provide classroom/laboratory instruction in the school setting which is related to on-the-job experiences of an adult employed in one of several apprenticeable occupations; (4) *Consumer and Homemaking* instruction provides opportunities for adult individuals who have assumed the dual role of holding a job and managing a household.

Ancillary Services: Are designed to support vocational education programs. The primary function is to ensure quality in the programs. Such services include teacher education, demonstration and experimental programs, development of instructional materials, evaluation of programs, and research activities.

Area Vocational School: Is a public educational institution which has been designated by the State Board of Education. An area vocational school may be: (1) a specialized high school, (2) a department of a high school, (3) a department or division of a junior college, used exclusively for the provision of vocational education to persons who are available for study in preparation for entering the labor market.

Association for Retarded Citizens (ARC): Assists a business in determining where a mentally retarded individual can be of benefit to the business. Employers who hire and train mentally retarded employees as part of the on-the-job training program (O.J.T.) of the ARC may receive financial benefits through this program. The project will reimburse an employer for 1/2 of the wages for the first 160 hours and 1/4 of the wages for the next 160 hours of employment. All mentally retarded individuals who are at least 16 years of age and seeking full-time employment are eligible. The employer must intend for the trainee to continue as a regular employee after the training period and pay the current state or federal minimum wage. REGIONAL OFFICE: Job Placement Specialist, United Cerebral Palsy Building, 106 East 31st Terrace, Kansas City, MO 64111, (816) 531-0347.

Contractual Agreement (Cooperative Agreement): Written agreement between a public education agency and other agency(ies) which provide(s) occupational experiences for students to meet the objective(s) of a curriculum. The agreement shall include the terms of the contract, signed by the chief administrators and reviewed annually.

Cooperative Vocational Education Programs: Provide instruction in vocational education through cooperative arrangements between the schools and employers. Students combine in-school study with part-time employment (occupational field experience).

DESE: Means the Department of Elementary and Secondary Education.

Disadvantaged: Persons (other than handicapped persons) who:

1. Have academic or economic disadvantages, and
2. Require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

"Academically Disadvantaged," for the purposes of this definition of "disadvantaged," means a person who:

1. Scores below the 25th percentile on a standardized achievement or aptitude test,
2. Has secondary school grades below 2.0 on a 4.0 scale, or
3. Fails to attain minimum academic competencies.

"Economically Disadvantaged," for the purposes of this definition of "disadvantaged," means:

1. Families or individuals of low income according to available data such as AFDC, free or reduced lunch, or Pell Grant.

"Limited English Proficiency (LEP)" means individuals who:

1. Were not born in the United States,
2. Native language is a language other than English,
3. Come from environments where a language other than English is spoken, or
4. Are American Indians or Alaskan natives and in whose environment a language other than English is spoken and this has had a significant impact on their level of English language proficiency.

Disadvantaged Programs: Provide special services and assistance for persons who have academic or economic disadvantages that prevent them from succeeding in vocational education programs designed for persons without such disadvantages.

Effectiveness Index Formula: Developed by the 1984 DESE Vocational Study Committee. The EIF consists of two components. The first component gives an indication of the relative success of placing students in jobs. The second component indicates the degree of responsiveness of a particular program to labor market supply and demand.

Family Rights and Privacy Act, The (P.L. 93-380), 1974: (Also known as the Buckley Amendment.) Concerns the confidentiality of school records in any agency which receives funds from the Office of Education. Regulations of the Act ensure the following procedural safeguards:

1. Parental/guardian permission must be obtained prior to the assessment.
2. Parent(s)/guardian(s) have the right to see the results and have them interpreted or explained.
3. When appropriate, the student should be involved in the discussion of assessment and/or the information explaining the results.
4. If a parent/guardian or student, age 18 or older, asks to view their records, the educational institution has no more than 45 days in which to reply to this request.
5. Assessment information can be released to other educational institutions without approval, as long as these results are used for the purpose of educational relevance.

Follow-Up: A survey to determine what occupations, if any, the students and graduates of vocational education programs enter and how effective their training was in relationship to the actual needs of the job.

General Advisory Committee: Is appointed for the specific purpose of advising the vocational administrator regarding the maintenance, extension, and improvement of the total vocational education program. The primary function is to advise in planning, placement, and public relations. In fulfilling these responsibilities, the committee members will help maintain quality vocational education and ensure support by the community.

Handicapped: Persons who:

1. Are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired or with specific learning disabilities;
2. By reason of the handicapping condition require special education and related services; and,
3. By reason of the handicapping condition cannot succeed in the regular vocational education program without special education assistance.

Handicapped Programs: Provide special services and assistance for persons who are diagnosed as handicapped, and who, because of their handicapping condition, cannot succeed in the regular vocational program without special education assistance or who require a modified vocational education program. (Vocational education definition).

Host School: The school district in which the area vocational school is located.

Inservice Training: Any sort of preparation which was provided specifically to improve performance of staff in activities and duties essential to the success of the program.

Job Development Activities: These duties are generally performed by a certified counselor or job placement specialist and may include locating employers having jobs available for graduates, keeping informed regarding business and industrial expansion, keeping industry informed regarding training programs, etc.

Job Training Partnership Act (JTPA): Legislation passed in 1984 to provide training and employment to special needs adults.

Nontraditional: Describes students, both female and male, who enroll in vocational programs mostly filled by members of the opposite sex; i.e. men who enroll in health or clerical occupations and women who enter electronics or welding.

Office of Special Education and Rehabilitative Services (OSERS): The federal agency which oversees funding of mandated special education and rehabilitative services in the United States. It is a division of the U.S. Office of Education.

Participating Schools: All schools which enroll students in an area vocational school, i.e. sending districts and host schools.

Postsecondary: A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

Postsecondary Programs: Provide vocational education for persons who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree, but which programs are not designed as baccalaureate or higher degree programs.

Pre-Employment Activities: Includes instruction designed to prepare the student for seeking employment. This may include preparation of personal resumes, job search methods, job interviewing techniques, etc.

Private Industry Council (PIC): On October 1, 1983, the Job Training Partnership Act (JTPA) was officially implemented throughout Missouri. The Act shifts responsibility of policy and implementation from the federal government to the state government and administration to a local partnership of Private Industry Councils and local government. The Division of Manpower Planning is the designated State agency which administers federal and state JTPA funds. The Division plans, manages, monitors and evaluates JTPA programs, provides technical assistance to PICs and service delivery areas, and implements statewide JTPA programs. The statewide programs include: Missouri Customized Training, Dislocated Worker Program, and A Training Program for Older Individuals.

Within Missouri, Private Industry Councils (PIC) direct the 15 service delivery areas. Each PIC plans and implements a series of training activities which reflect the service delivery areas, eligible population, and the employment opportunities available.

Program (Vocational Education): Instruction organized to fit individuals for employment in an occupation in one of the vocational education fields.

Program Advisory Committee: Works at the instructional level and is concerned with matters of faculty qualifications, curriculum content, equipment, facilities, and placement of graduates. The program advisory committees are appointed for each occupational area in an institution offering state approved vocational education.

Secondary Programs: Are designed for high school students including grades 9-12.

Sending District: School district which sends students to an area vocational school provided by another district.

Target Population: Any person or groups of people who are identified by pieces of legislation and funds are set aside in legislation to assist the identified individuals.

Vocational Adjustment Coordinator (VAC): A position in the local education agency (LEA) created by the cooperative school work agreement to serve as a link between the handicapped students, Department of Vocational Rehabilitation, LEA and community.

Vocational Education: Means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; for purposes of this paragraph, the term "organized education program" means only: (a) Instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; and (b) The acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment. The term "vocational education" does not mean the construction, acquisition, or initial equipment of buildings, or the acquisition or the rental of land.

Vocational Education Program: Refers to organized instruction based in an LEA attendance center, approved and/or partially funded by DESE, provided to individuals in an area of study that is classifiable by at least a four-digit U.S. Department of Education code and which is designed to prepare such individuals for paid or unpaid employment. Such instruction may include, in addition to classroom instruction, classroom-related experiences in field, shop, laboratory or on-the-job settings.

Vocational Student: Refers to an individual enrolled in a DESE approved vocational education program for the purpose of obtaining paid or unpaid employment-related skill(s) and knowledge.

Abbreviations Related to Vocational Special Needs

AAMD - American Association of Mental Deficiencies
ABE - Adult Basic Education
ACLD - Association for Children with Learning Disabilities
ARC - Association for Retarded Citizens
AVA - American Vocational Association
AVTS - Area Vocational Technical School
BD - Behavior Disordered
CEC - Council for Exceptional Children
COE - Cooperative Occupational Education
D & H - Disadvantaged and Handicapped
DESE - Department of Elementary and Secondary Education
DMH - Division of Mental Health
DOE - Department of Education
DOT - Dictionary of Occupational Titles
EEOC - Equal Employment Opportunity Commission
EHA - Education of All Handicapped Children Act (P.L. 94-142)
EIF - Effectiveness Index Formula
EMR/EMH - Educable Mentally Retarded or Handicapped
ESEA - Elementary and Secondary Education Act
FAPE - Free and Appropriate Public Education
FERPA - Family Educational Rights and Privacy Act
HEW - Health, Education and Welfare (now DOE/Department of Education)
IEP - Individualized Educational Plan
IML - Instructional Materials Laboratory (University of Missouri- Columbia)
JTPA - Job Training and Partnership Act
LD - Learning Disabled
LEA - Local Education Agency
LRE - Least Restrictive Environment
MR - Mentally Retarded
MRRC - MidWest Regional Resource Center (Drake University, Des Moines, Iowa)
NARC - National Association of Retarded Citizens
NAVESNP - National Association of Vocational Special Needs Personnel
OCR - Office of Civil Rights
OJT - On-the-Job Training
OSERS - Office of Special Education and Rehabilitative Services
OT - Occupational Therapy (therapist)
PIC - Private Industry Council
PI/MH - Physically Impaired/Multiply Handicapped
PL - Public Law
PT - Physical Therapy (therapist)
SEA - State Educational Agency
SS - Social Security
TMR/TMH - Trainable Mentally Retarded or Handicapped
VAC - Vocational Adjustment Counselor
VEA - Vocational Education Act (P.L. 94-482)

Voc Tech - Vocational Technical School
VR - Vocational Rehabilitation
VRC - Vocational Rehabilitation Counselor
VRE - Vocational Resource Educator

APPENDICES

A. Postsecondary VRE Resources

B. Services for Disadvantaged

C. Resources for Sex Equity

POSTSECONDARY VREs

In most instances, the postsecondary VRE functions as a counselor and facilitator for handicapped students in the community college setting. They may be unaware of a handicapping condition until a student exhibits difficulties in the classroom. They must often search out information, utilizing secondary school records and a variety of community agencies. Much of the information in this manual is applicable to all VREs, but forms and services differ when working with the adult population. This section attempts to provide some resources and ideas for postsecondary VREs to begin or expand services for their students. Resources were obtained from practitioners currently working at community colleges in Missouri.

Postsecondary VREs should be team members in the development of recruitment brochures to ensure that their programs and services are explained clearly. VREs at the secondary level have easy access to students for recruitment, but at the postsecondary level advertisement and public relations efforts must be expanded in order to recruit handicapped students.

Due to the problems involved in identifying the handicapped student, efforts can be made during recruitment or enrollment to help a VRE make an early identification of these students. Suggestions include a medical and special needs section on the application which might ask for the following information:

- A checklist of health problems, such as might be found on a job application,
- Any physical problems which might interfere with classroom performance (i.e., speaking, hearing, writing, walking, seeing),
- Use of a wheelchair,
- Support services which would be beneficial (i.e., career counseling, tutoring, interpreter, notetaker, etc.),
- Allergies,
- Medication intake.

The postsecondary VRE should be the coordinator in developing an appropriate career/vocational plan with each student. If the student is a client of Vocational Rehabilitation Services, an Individual Written Rehabilitation Plan (IWRP) is available to provide information on career/vocational goals and services. In the event that the IWRP is not available to the VRE, the VRE should contact the Vocational Rehabilitation office. (A copy of an IWRP is in the Resources for Goal 5).

If a student is classified as disadvantaged, that student should have an IVP (Individualized Vocational Plan) which designates his/her vocational goals and objectives, services necessary to meet special needs, justification for classification of disadvantaged and any assessment information which the student has completed. A vocational counselor is usually the most appropriate person to develop this plan with the student (as a VRE is funded to work with handicapped students only). A sample JTPA Vocational Plan can be found in the Resources for this section. Monthly progress reports are required for both Vocational Rehabilitation clients and JTPA clients and the form utilized by both of these agencies can be found in the Resources for this section.

Minimal information to be included in a student's file at the postsecondary level might include:

- Assessment information,
- Interview form,
- Vocational plan (IWRP or JTPA and school-developed form),
- Schedule of classes,
- Medical records, if appropriate,
- Time sheets (if student is funded by JTPA),
- Monthly progress reports,
- Conference summaries,
- Correspondence.

An effort should be made to determine if a student is a recipient of services from other agencies pertaining to their vocational training. The VRE and student cooperatively plan a program based on the data provided. The VRE should contact other agencies involved to determine if the career/vocational plan being proposed is acceptable with that agency's efforts on behalf of the student. As a result of the contact, an opportunity is provided the VRE to determine other services the agency may have available to assist the student in their pursuit of vocational training.

In addition to being knowledgeable about what services are being provided to students from other agencies, the VRE needs to become familiar with all community resources that may be of potential benefit to students. A Community Resource Directory could be developed and made available to students and faculty.

Another project a postsecondary VRE may want to consider is the development of a faculty handbook. This handbook could be modeled after others already available, but personalized for the particular college setting and types of students served. Some examples of faculty handbooks include:

- *The College Student with a Disability: A Faculty Handbook*, Smith, L.M., 1981.

  SOURCE: Superintendent of Documents
  U.S. Government Printing Office
  Washington, DC 20402

- *The Disabled Student in the Classroom: A Guide for Faculty, Administrators and Counselors*, 1983.

  SOURCE: Office of Disabled Student Services
  Indiana University - Purdue University
  425 Agnes Street
  CA 131
  Indianapolis, IN 46202

Sample forms for IVPs, interviews, release of information, etc. have been collected from postsecondary educators in the field and are included in the Resources for this section. In addition, there are various forms concerning the use of a vocational evaluation lab at the Community College level. The rationale for vocational evaluation, abilities assessed and benefits of evaluation are discussed. Some evaluation labs are utilized as a class, and a course syllabus is also included. This information will provide an overview of the various uses of a vocational evaluation lab at the Community College level.

RESOURCES FOR THE POSTSECONDARY VRE

1. Sample Vocational Plans
2. Sample Progress Reports for DVR and JTPA
3. Miscellaneous Forms
4. List of Postsecondary Vocational Special Needs Personnel
5. National Resources
6. Uses of Vocational Evaluation
   - A. Purpose of Vocational Evaluation
   - B. Class Syllabi
   - C. Activities and Assignments

INDIVIDUAL VOCATIONAL EDUCATION PLAN

NAME ______________________ SS# ____________ DATE __________

LONG-RANGE VOCATIONAL GOAL ______________________________

____

SEMESTER ______ YEAR ______

SEMESTER GOAL ______________________________________

OBJECTIVES ____

____

COURSES ENROLLED	COMPLETED

SUPPORT SERVICES NEEDED	ATTAINED

COMMENTS ____

____

SEMESTER ______ YEAR ______

SEMESTER GOAL ______________________________________

OBJECTIVES ____

____

COURSES ENROLLED	COMPLETED

SUPPORT SERVICES NEEDED	ATTAINED

COMMENTS ____

____

PREPARED BY ____________________

INDIVIDUAL VOCATIONAL EDUCATION PLAN

PREPARED FOR: ____________________

Long-Range Vocational Goal ____________________

____

19___
Annual Goal ____________________

Objectives ____________________

____

Vocational Courses Needed ____________________

____________________ Attained ________

Support Services Needed ____________________

____________________ Attained ________

19___
Annual Goal ____________________

Objectives ____________________

____

Vocational Courses Needed ____________________

____________________ Attained ________

Support Services Needed ____________________

____________________ Attained ________

19___
Annual Goal ____________________

Objectives ____________________

____

Vocational Courses Needed ____________________

____________________ Attained ________

Support Services Needed ____________________

____________________ Attained ________

PREPARED BY: ____________________

COMMENTS: ____________________

____

____

POSTSECONDARY EDUCATION FORMAT

SPECIAL VOCATIONAL PROGRAMS EDUCATIONAL PLAN

NAME ______________________________

ADDRESS ______________________________

____

PHONE ______________ SS# ______________

I. BACKGROUND INFORMATION

A. Interests

B. Experience

1. Work background

2. Previous training

C. Academic Strengths/Weaknesses

Highest grade completed ______ Date ______________

Test Results:

ACT

TABE

Other

D. Environmental Conditions

E. Physical Capabilities and Limitations

II. NECESSARY STRATEGIES/RESOURCES

Counseling:
_____ Personal
_____ Career
_____ Supportive
_____ Monthly support group
_____ Progress reports
_____ Mentoring

Financial Aid:
_____ JTPA (MV _____ WC _____)
_____ Carl Perkins
_____ Pell Grant
_____ Vocational Rehabilitation
_____ Agriculture Assistance

Remedial Education:
_____ Adult Basic Education
_____ Tutor
_____ Study Skill

Community Assistance:
_____ Medical
_____ Legal
_____ Financial
_____ Other ______________________________

____

Assistance with Disability:
_____ Liaison with instructors
_____ Reader/Interpreter
_____ Equipment modifications*
_____ Special classroom adaptations*

*Explanation ______________________________

____

____

____

____

III. TRAINING PLAN

Major ______________________________

Funding ______________________________

Date Started ______________________________

Name ______________________________

Date ______________________________

INDIVIDUAL VOCATIONAL EDUCATION PLAN

Name: ______________________ Date: ______________________

Prepared with: ______________________
(counselors)

Long Term, Career/Vocational Goal: ______________________

____

	Services Needed/ Provided	Date	
		Targeted	Completed
Short Term Goal:			
Objective(s):			
Comment(s):			
(signed)			
Short Term Goal:			
Objective(s):			
Comment(s):			

(signed) ______________________

JOB TRAINING PARTNERSHIP ACT

Western Missouri Private Industry Council, Inc. SDA 4

EMPLOYABILITY DEVELOPMENT PLAN OF: ____________________

SSN: ____________________ DOB: ____________________
(Social Security Number) (Date of Birth)

Review Date:	By:
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

GOAL PLANNING COMPONENTS

Occupational Goal at Intake (if Developed)

Immediate ____________________ Alternate ____________________

Education Goal at Intake (if Developed)

Immediate ____________________ Alternate ____________________

SKILLS & BACKGROUND

Education:
Level Completed: ____________________
Vocational Courses: ____________________
Personal Skills: ____________________
Things: ____________________
People: ____________________
Information: ____________________
Work History:
_____ No experience in Labor Market
_____ Prior subsidized Work Experience
_____ Prior unsubsidized Work History
Where: ____________________

____

____
Participant's Signature Date

EMPLOYABILITY DEVELOPMENT PLAN

BARRIERS & FACTORS

_____ Distance from Worksite
_____ Reliable Transportation/ Driver's License
_____ Personal Barriers
_____ Physical Obstacles
_____ Child care
_____ Other ______________________________

Plan to Overcome Barriers: ______________________________

____

COMPONENTS USED TO ACHIEVE GOALS:

_____ Tryout Employment
_____ Skill Training
_____ On-the-Job Training
_____ Work Experience/Classroom Training
Worksite assignment ______________________________
_____ Counseling
_____ Vocational Interest Testing
_____ Supportive Services
_____ Job Search and Job Club
_____ Other ______________________________

E.S. Registration _____ Yes _____ No
When Planned (if no) ______________________________
When Accomplished ______________________________

EMPLOYABILITY TRANSITION PLAN:

_____ Tryout Employment
_____ Labor Market Orientation
_____ TJTC Vouchering
_____ Job Search
_____ OJT Transition
_____ Job Search Transition
_____ Direct Referrals
_____ Job Holding Skills
_____ Other ______________________________

Narrative: ______________________________

____

____

PROGRESS & ACCOMPLISHMENTS

____

____

Exit Occupational Goal: ______________________________

Exit Educational Goal: ______________________________

____
Staff Signature Date

JOB DEVELOPMENT REGISTER

Interview Date	Contact Person/Firm	Hired Yes/No

Placement: ____________________

____________________ Date: __________

RECOMMENDATIONS FOR PROGRAM TRANSITION

Recommendation #1 ____________________

Recommendation #2 ____________________

The achievement of these goals may be dependent on the availability of funds and training opportunities.

JTPA 40

Monthly Progress and Attendance Report

Number: 90-940-540
7/84

(Bills for Vocational Rehabilitation will **NOT** be processed unless accompanied by Progress Report)

(These report forms are available from the DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION)

Check appropriate box ☐ Vocational Rehabilitation ☐ JTPA

SECTION I—IDENTIFICATION

1. ______________________ Name of District Office or Teacher/Counselor
2. ______________________ Name of Student
3. ______________________ Name of School
4. From: __________ To: __________ Reporting Period
5. ______________________ Name of Course

SECTION II—STATUS OF TRAINEE

1. ____ In Training: Graduation Date ______________

   No. of Weeks to be Completed ______________
2. ____ Interrupted: Date ______________
3. ____ Terminated Prior to Completion: Date ______________
4. ____ Completed Training: Date ______________
5. ____ Employed: Date ______________

   Employer ______________

   Address ______________

   ____

   Job Title ______________

   Salary/Wage ______________

SECTION III—ATTENDANCE

Report student's monthly attendance by marking the appropriate symbol over date:

P—Present **A**—Absent

T—Tardy **V**—Vacation/Holiday

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Total days in attendance: ______________

SECTION IV—STUDENT PROGRESS AND PERFORMANCE

1. Is the student's attitude: *(check one)*
   - a. ____ Cooperative
   - b. ____ Indifferent
   - c. ____ Not cooperative
   - d. ____ Disruptive
2. Is the student: *(check one)*
   - a. ____ Mastering training competencies: (if "a", check one below)
     - 1. ____ On schedule
     - 2. ____ Ahead of schedule
   - b. ____ Not mastering training competencies: (if "b", check one or more below)
     - 1. ____ Poor attendance
     - 2. ____ Lack of effort and/or interest
     - 3. ____ Working below level for satisfactory program completion.
3. What difficulties, if any, is the student having with training: *(check one)*
   - a. ____ None
   - b. ____ Learning subject matter
   - c. ____ Following instructions
   - d. ____ Speed and accuracy
   - e. ____ Personal problems
   - f. ____ Other (please specify)
4. Does the student need assistance from the referring agency? *(check one)*
   - a. ____ Yes
   - b. ____ No

Comments/Recommendations: ______________

____

____

____

____

____

I have read and understood this Monthly Progress Report. My signature does not mean that I agree with this Report.

______________ Client/Participants Signature ______________ Date

______________ Report Officials Signature ______________ Date

White Copy—Referring Office (counselor) **Yellow Copy**—Client/Participants **Pink Copy**—School Files

Special Needs Services

Release of Confidential Information

I, ______________________, hereby authorize ______________________

to disclose to ____________________________ the following information:

____

____

____

I understand that my records are protected by state and federal law, and cannot be disclosed without my written consent unless otherwise provided for by law. I also understand that I may revoke this consent at any time except to the extent that action has been taken in reliance hereon, and that, unless sooner revoked, this consent will expire on ______________

or upon ____
(event or condition)
whichever is later.

______________________ (date)

______________________ (student's signature)

______________________ (witness)

RELEASE OF INFORMATION FORM

I hereby grant permission to ____

____

to release records regarding my case to Special Vocational Programs,

____.

Date: ________________ Signed: ______________________________

____
Social Security Number

INFORMATION REQUESTED . . . . .

THANK YOU FOR YOUR ASSISTANCE AND PROMPT REPLY.

Date: ________________ Signed: ______________________________

· Office Use Only

SPECIAL VOCATIONAL PROGRAM
INTERVIEW FORM

Date ______________________________

Name ___________________________ Date of Birth _____________ Age _____
(month/day/year)

Address ____

Phone ______________________ Number in family (including yourself) _____

SS# ____________________ Are you the head of the household you are living in (major source of income)? Yes ____ No ____

Male ____ Female ____ Single ____ Married ____

EDUCATION

Circle highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 GED ___
Grad ___ Year ___

Are you receiving any form of public financial assistance? Yes ___ No ___
If yes, what source? ____

Do you have any disabilities or illness that may effect employment? _______

* *

Education and training beyond high school:

Name of School	Major Subject	Dates

Military Service: Yes ____ No ____; From _________ to _________; Type of Discharge ______________________________________

Operator's License _____ Chaffeur License _____ Own Transportation ______

Job History: (Start with last job you held)

Name of Employer	Job Title	Dates	Wage	Reason for Leaving

Equipment you can operate ______________________________

____

Type of position/training desired ______________________

second choice ______________________

Date Available ________________ Wage desired ____________

Are you presently employed? _____ Where? ________________

Are you willing to leave area for employment? ____ Where? __________

Family income during previous 12 months ________________

Person to contact in case of injury: Name ________________

Phone ________________

Have you ever been convicted of a felony? ________________

The foregoing statements are correct to the best of my knowledge. I realize that if I enter the Special Vocational Program, I am expected to maintain acceptable attendance and progress or I may be subject to being placed on probation or being dismissed from the program. I also give permission for Special Vocational Program to release information regarding my progress to prospective employers and/or service agencies.

Date ________________ ________________________

Signature of Applicant

SPECIAL VOCATIONAL PROGRAMS
TELEPHONE CONTACT SHEET

Phone ____________________
Referred By ____________________

NAME ______________________________ DATE ______________________________

ADDRESS ______________________________

____

PHONE ______________________________ INTERESTS ______________________________

____

APPOINTMENT:
____ for interview ____ for testing ____ to check back
____ other ______________________________

REFERRED TO:
____ Project AHEAD
____ Adult Basic Ed
____ JTPA (MV ____ WC ____)
____ SFCC Advisor ______________________________
____ Other ______________________________
____ Voc Rehab
____ SFCC Financial Aid Office
____ Carl Perkins Scholar

SENT:
____ SFCC Catalog
____ Pell Grant
____ SVP Application
____ ACT Test Application

POSTSECONDARY VOCATIONAL SPECIAL NEEDS PERSONNEL

VREs

Loren Slemp
East Central College
P.O. Box 529
Union, MO 63084
(314) 583-5193

Connie Hruska
Longview Community College
500 Longview Road
Lee's Summit, MO 64063
(816) 763-7777

Marilyn Donatello
Maplewoods Community College
2601 Northeast Barry Road
Kansas City, MO 64156
(816) 436-6500

Margaret Scobee
Mineral Area College
Flat River, MO 63601
(314) 431-4593

Carol Moore
St. Louis Community College
at Forest Park
3400 Pershall Road
Ferguson, MO 63135
(314) 595-4550

TBA
St. Louis Community College
at Forest Park
5600 Oakland Avenue
St. Louis, MO 63110
(314) 644-9243

Margaret Glad
St. Louis Community College
at Meramec
11333 Big Bend Blvd.
St. Louis, MO 63122
(314) 644-9243

Gay Groves
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301
(816) 826-7100

Robert Kissee
Vocational-Technical Education
Crowder Junior College
Neosho, MO 64850
(417) 451-3583

Vocational Evaluators

Carolyn Lewis
Longview Community College
500 Longview Road
Lee's Summit, MO 64063
(816) 763-7777

Linda Braun-Mullins
Christine Kemp
Mineral Area College
Flat River, MO 63601

John Moran
Moberly Junior College
College and Rollins Streets
Moberly, MO 65270
(816) 263-4110

Jerry Welborn
Saundra Graham
Wanda Brown
Robert Janes
Penn Valley Community College
3201 Southwest Trafficway
Kansas City, MO 64111
(816) 932-7600

Gary Nordmeyer
Geneva Miller
Pioneer Community College
560 Westport Road
Kansas City, MO 64111
(816) 753-4949

Vocational Evaluators (cont.)

Patricia Dickens
TBA
St. Louis Community College
  at Forest park
5600 Oakland Avenue
St. Louis, MO 63110
(314) 644-9249

Janet Torrisi
St. Louis Community College
  at Florissant Valley
3400 Pershall Road
Ferguson, MO 63135
(314) 595-4530

Gene Smith
St. Louis Community College
  at Meramec
11333 Big Bend Blvd.
St. Louis, MO 63122
(314) 966-7575

Counselors

Jack Devine
Vocational Technical Education
Crowder Junior College
Neosho, MO 64850
(417) 451-3583

Leslie Fine
Longview Community College
500 Longview Road
Lee's Summit, MO 64063
(816) 763-7777

Nancy Brandon
Judity Hayes
Elma Morrow
Herman Davis
Gloria Bauman
Pioneer Community College
560 Westport Road
Kansas City, MO 64111
(816) 474-7979

Neal Hartman
St. Louis Community College
  at Florissant Valley
3400 Pershall Road
St. Louis, MO 63135
(314) 595-4214

TBA (ICE)
Fredda Witherspoon
Ruth Lewis
Lucille Mitchell (644-9192)
Doug Petty
Glenna Wentworth
St. Louis Community College
  at Forest Park
5600 Oakland Avenue
St. Louis, MO 63110
(314) 644-9743

Harold Salmon
St. Louis Community College
  at Meramec
11333 Big Bend Blvd.
St. Louis, MO 63122
(314) 966-7500

Timothy Gould
Linn Technical College (Pacific)
Linn, MO 65051
(314) 897-3603

Carol Minor
O'Fallon Technical School
St. Louis City Public School
5101 McRee Avenue
St. Louis, MO 63110
(314) 776-2213

Carolyn Gaffney
St. Louis Community College
  at Forest Park (ICE)
5600 Oakland Avenue
St. Louis, MO 63110
(314) 644-9743

Basic Skills Instructors

Lee Adams
Roon Beeler
East Central College
Box 529
Union, MO 63084
(314) 583-5193

L. Boehm
T. Burke
K. Knight
C. Poderski
B. Vaughn
M. Huskey
J. Mackenzie
A. Dorlac
Vocational Technical Education
Jefferson College
Hillsboro, MO 63050
(314) 789-3951

Fran Kanter
Mary Jenison
Longview Community College
500 Longview Road
Lee's Summit, MO 64063
(816) 763-7777

Beverly Whitaker
Lee Cochran
Robert Baron
Maplewoods Community College
2601 Northeast Barry Road
Kansas City, MO 64156
(816) 436-6500

Aibleen Waters
Moberly Area Junior College
College and Rollins Streets
Moberly, MO 65270
(816) 263-4110

Judith Flynn
Janet Taylor
Penn Valley Community College
3201 Southwest Trafficway
Kansas City, MO 64111
(816) 932-7600

Ron Taylor
Mary Simpson
TBA
TBA
TBA
Pioneer Community College
560 Westport Road
Kansas City, MO 64111
(816) 474-7979

Lollie Hawks
TBA
St. Louis Community College
at Florissant Valley
3400 Pershall Road
St. Louis, MO 63135
(314) 595-4214

Arlene Allen
Linda Turner
Susan Harding
TBA
St. Louis Community College
at Forest Park
5600 Oakland Avenue
St. Louis, MO 63110
(314) 644-9743

Debbie Rodewald
Rogene Smith
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301
(816) 826-7100

JoAnn Reese
O'Fallon Technical School
St. Louis Public Schools
5101 McRee Avenue
St. Louis, MO 63110
(314) 776-2213

Jan Swanstrom
Linn Technical College
Linn, MO 65051
(314) 897-3603

RESOURCES FOR POSTSECONDARY EDUCATORS

American Speech and Hearing Assn.
9030 Old Georgetown Road
Washington, DC 20014

American Assn. for the Advancement of Science
Office of Opportunities in Science
1515 Massachusetts Avenue, NW
Washington, DC 20005

American Assn. of Collegiate Registrars and Admissions Officers
One Dupont Circle, Suite 330
Washington, DC 20036

American Assn. of University Professors
One Dupont Circle, Suite 500
Washington, DC 20036

American Coalition of Citizens with Disabilities
Suite 201, 1200 -15th Street, NW
Washington, DC 20005

American Foundation for the Blind, Inc.
15 West 16th Street
New York, NY 10011

American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206

Assn. for Children (and Adults) with Learning Disabilities
5225 Grace Street
Pittsburgh, PA 15236

Assn. on Handicapped Student Service Programs in Postsecondary Education
Wayne State University
Wayne, MI 48184

Assn. of Learning Disabled Adults
P.O. Box 9722
Friendship Station
Washington, DC 20016

Higher Education for the Handicapped (HEATH)
Project of American Council on Education
One Dupont Circle, Suite 780
Washington, DC 20037

Missouri Assn. of Community and Junior Colleges
P.O. Box 715
Columbia, MO 65205

National Assn. of Blind Students
1211 Connecticut Avenue, NW
Suite 506
Washington, DC 20036

National Assn. of College and University Business Officers
One Dupont Circle, Suite 510
Washington, DC 20036

National Assn. of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

Registry of Interpreters for the Deaf, Inc.
814 Thayer Avenue
Silver Spring, MD 20910

VOCATIONAL EVALUATION

_____________ College has one of the most comprehensive Vocational Evaluation Systems available within the State of Missouri. This system is capable of assessing interests, aptitudes, abilities, and present level of achievement of an individual. This information can subsequently be used to develop an educational/vocational profile based on the individual's data. This assures:

1. that the person's educational/vocational program is keyed at his/her present level of achievement;
2. that the program is keyed to the person's aptitudes and abilities;
3. that the person knows that his/her educational/vocational program is keyed to interests which are achievable.

On many occasions, individuals enter, or are placed, in educational programs at a level which is inconsistent with present level of achievement and interests. This affects achievement because an individual:

1. may lose interest because what is being taught is too easy due to the fact that the person's achievement level is already above what is being taught;
2. may lose interest because what is being taught is too difficult due to the fact that the person's achievement level is below that of the course content and the individual just does not understand what is expected of him/her;
3. may lose interest because what is being taught cannot be related to the vocational interests of the person.

The following information depicts major components of the program which has been developed to assess an individual's aptitudes, interests, abilities and level of achievement so that a practical educational/vocational profile can be structured for him/her. Once a profile is developed from this assessment information, the individual is assured that his/her vocational goals are attainable because his/her educational program is structured toward making that goal a reality.

ASSESSING ABILITIES - AN INDIVIDUAL PROCESS

Mechanical Reasoning measures how well a person can understand mechanical principles and devices and the laws of physics.

Spatial Relations measures how well a person can visualize or think in three dimensions and can mentally picture the position of objects from a diagram or picture.

Verbal Reasoning measures how well a person can reason with words and the facility for understanding and using concepts expressed in words.

Numerical Ability measures how well a person can reason with and use numbers and work with quantitative materials and ideas.

Language Usage measures how well a person can recognize and use correct grammar, punctuation and capitalization.

Word Knowledge measures how well a person can understand the meaning and precise use of words.

Perceptual Speed and Accuracy measures how well a person can perceive small details rapidly and accurately within a mass of letters, numbers and symbols.

Manual Speed and Dexterity measures how well a person can make rapid and accurate movements with their hands.

ASSESSING WORK VALUES A PERSON POSSESSES - AN INDIVIDUAL PROCESS

INVESTIGATIVE versus ACCEPTING: Intellectual curiosity and the challenge of solving a complex task are major values of persons scoring high on this scale. The need for information, the need to know, the need to question "Why," is very important to such people. Persons scoring toward the Accepting end of this scale value clear-cut activities in which they see the concrete results of their work and do not need to solve many complex problems.

PRACTICAL versus CAREFREE: Showing proper appreciation for one's personal belongings and appreciation of practical and efficient ways of doing things are major values of persons scoring high on this scale. Such persons value activities in which they take good care of their property, continually improve their abilities and work with things to make them more practical and efficient. Persons scoring toward the Carefree end of this scale value activities where others take care of equipment and keep things in good working order.

INDEPENDENCE versus CONFORMITY: Independence from rules, regulations and social conventions, and the freedom to work on their own are major values of persons scoring high on this scale. Such persons value activities in which they are relatively free of rules and regulations, work on their own without directions, and are not restricted by social obligations. Persons scoring toward the Conformity end of this scale value working under careful supervision where clear directions and regulations can be followed.

LEADERSHIP versus SUPPORTIVE: Making decisions, directing others, and speaking for the group are major values of persons scoring high on this scale. Such persons have a need to be seen as important and usually take positions of leadership. Persons scoring toward the Supportive end of this scale value activities in which they can be a good follower and do not need to direct others or tell others what to do.

ORDERLINESS versus NON-COMPULSIVE: Orderliness and keeping things neat and in their proper place are major values of persons scoring high on this scale. Such persons value activities in which they keep their things neat and tidy, and do what they are expected to do. Persons scoring toward the Non-Compulsive end of this scale value activities in which they can take things as they come and do not need to keep things orderly and neat.

RECOGNITION versus PRIVACY: To become well known and famous and to know important people are major values of persons scoring high on this scale. Such persons seek the admiration of others as well as the rewards of honorary degrees and of having their name in print. Persons scoring toward the Privacy end of this scale value keeping their activities private and are not concerned with receiving honors or being considered a famous person.

AESTHETIC versus REALISTIC: Artistic appreciation and the enjoyment of music and the arts are major values of persons scoring high on this scale. Such persons value activities in which they can appreciate beauty and artistic skills, have artistic and emotional sensitivity, and enjoy music and art. Persons scoring toward the Realistic end of this scale value activities in which they are not involved with appreciation of artistic qualities.

SOCIAL versus SELF-CONCERN: Helping others and appreciating the work of charitable service groups are major values of persons scoring high on this scale. Working with people in a friendly situation is important to such persons. Persons scoring toward the Self-Concern end of this scale value activities in which they spend time on their own projects and tend to their own affairs rather than helping others.

SAMPLE OF TESTS AVAILABLE THROUGH THE VOCATIONAL EVALUATION CENTER
AN INDIVIDUAL PROCESS

Achievement Tests

- Adult Basic Learning Examination
- Nelson-Denny Reading Test
- Peabody Individual Achievement Test
- Wide Range Achievement Test

Clerical Tests

- Minnesota Clerical
- SRA Typing Skills

Aptitude Tests

- Differential Aptitude Test
- General Aptitude Test Battery

Interest Inventories

- Minnesota Importance Questionnaire
- Career Assessment Inventory
- Strong Vocational Interest Bank
- California Occupational Preference Survey
- Geist Picture Interest Inventory
- Kuder Occupational Interest Survey
- Career Ability Placement Survey

A SAMPLE OF SINGER WORK STATIONS AVAILABLE TO ASSIST IN SCREENING APTITUDES - AN INDIVIDUAL PROCESS

Electronic Assembly: This station assesses interest and ability for performing routine electronic tasks using tools to fabricate, solder and test a wire harness assembly which is attached to a printed circuit board.

Data Calculation and Recording: Work at this station assesses interest and ability for performing the routing tasks of computing payroll and quarterly payroll reports using an electronic calculator.

Office Services: Work at this station assesses interest and ability for performing routine clerical and office service work. Tasks which are done include filing, taking phone messages, proof-reading, mail sorting, and figuring postage.

Drafting: This station assesses interest and abilities for performing routine tasks related to drafting occupations. The student compiles two mechanical drawings.

Electric Wiring: This station assesses interest and abilities for performing routine tasks related to electrical wiring assembly. Three splices are made, splices are soldered and wrapped with electrical tape.

Carpentry and Woodworking: At this station, the individual performs tasks entailed in making a finished product out of wood.

Computer Science: This station gives each individual an opportunity to load a computer program. The program then "instructs" the participant to type in a counting program, edit the program and then type in a salary program.

Medical Services: This station assesses interest and ability for performing routine tasks in medical service occupations. The participant will take and record own temperature, pulse and respiration, record liquid intake and output on a medical records chart and make three tests for diabetic urine using a simulated urine specimen.

Plumbing and Pipefitting: This station assesses interest and ability for performing routine plumbing tasks using tools to cut and thread pipe, glue plastic pipe units together and dissemble, repair and assemble plumbing fixtures.

Air Conditioning and Refrigeration: This station assesses interest and ability for performing routine maintenance tasks using tools to fabricate, check and repair a copper tubing section and to repair simple electrical circuits.

Building Maintenance: This is a competency-building program designed for prevocational training for those interested in building maintenance careers. The participant studies various maintenance tasks. An extensive worksample is performed with audio-visual instruction being given for each step.

Several other modules could be listed. However, those enumerated above give an indication of the magnitude of this service.

The attainment of an educational/vocational profile is reinforced through the inclusion of other important supportive processes. These processes include, but are not limited to the following:

COMMUNICATION -

1. Recognize communication as a two way process.
2. Develop effective listening skills.
3. Develop skills to effectively communicate
   a. orally
   b. in writing.

INTERPERSONAL RELATIONSHIPS -

1. With peer employees.
2. With supervisory personnel.
3. Recognizing that attitudes can effect work performance and employability.
4. Understanding responsibilities and accountability required of employees.

COURSE SYLLABUS

Vocational Evaluation

This course is designed to assist individuals in choosing a career. The student will gather and organize information about him/herself as a working person through interest inventories, aptitude and achievement testing and actual "hands on" work sampling. Information about specific job categories, their requirements, duties, benefits, and worker characteristics will be presented to develop each student's view of the vocational choices available to him.

A. Objectives:

1. To increase the student's self-awareness related to vocational aptitudes, interests and abilities.
2. To increase the student's knowledge concerning the duties, responsibilities, and work skills required for various jobs and vocations.
3. For specific desired job categories, to obtain pertinent information regarding availability of jobs, salary ranges and educational and training requirements.
4. To develop with each student a short range plan of actions which will contribute to that student's successful achievement of vocational goals.

B. Learning Experiences:

Each student's evaluation plan will be tailored to his needs and interests. The activities listed below are those from which the plan will be developed.

1. Interview - student and evaluator review the student's previous work experience, employment goals and present understanding of work related strengths and limitations.
2. Orientation - evaluator explains the program's purposes and the specific plan for the student.
3. Interest inventories
4. Achievement and aptitude tests
5. Work Samples - students select samples according to their interest and abilities.
6. Counseling - discuss test results, interest inventories, behavioral observations and student assessment of his/her experience in the center.
7. Use Missouri Views and other job explorational materials to explore specific job areas of interest.
8. Assignments - research job information and answers specific questions concerning training requirements, salary range and availability of jobs.
9. Job Shadow - watch someone work who has the type of employment in consideration. Write a personal report reflecting on impressions from the job shadow.

C. Scheduling:

Each evaluation plan will vary depending upon the needs and interests of the student. The following provides the approximate number of hours that might be spent developing the various aspects of the evaluation.

1. Interview, orientation and review of evaluation - 3 hours
2. Interest inventories - 2 hours
3. Work Stations - 8 hours
4. Aptitude testing - 4 hours
5. Achievement testing - 2 hour
6. Use of Missouri Views and Dictionary of Occupational Titles - 3 hours
7. Job Shadowing - 2 hours

D. Evaluation:

Evaluation of the student's performance in this course will be based on observable behaviors important to securing and retaining employment. Among those considered will be punctuality, attendance, and reactions toward tasks assigned, performance of tasks and response to supervision. Point values have been assigned to the various tasks to be performed. Completion of tasks with a total point value of 16 will be considered average of a grade value of "C". The following is a complete description of letter grades based on the points achieved.

24 + = A
20 - 24 = B
16 - 20 = C
Below 16 = Incomplete, withdraw, drop

E. Equipment:

Computer Based Services

Microcomputer Evaluation and Screening Assessment
ValSearch Job Bank

Singer Work Samples

1. Sample Making
2. Drafting
3. Computer Science
4. Plumbing and Pipefitting
5. Carpentry and Woodworking
6. Small Engine Assembly
7. Medical Service
8. Household and Industrial Wiring
9. Cosmetology
10. Data Calculation and Recording
11. Basic Lab Analysis
12. Refrigeration, Heating, and Air Conditioning
13. Sheet Metal
14. Electronics Assembly
15. Office Services

Choice Work Samples

1. Computer Literacy
2. Computer Programmer
3. Bank Teller
4. Accountant
5. Data Preparation/Entry Clerk
6. Word Processing
7. Office Job Readiness Test

Valpar Component Work Samples

1. Small Tools
2. Size Discrimination
3. Numerical Sorting
4. Upper Extremity Range of Motion
5. Clerical Comprehension and Aptitude
6. Independent Problem Solving
7. Multi-level Sorting
8. Simulated Assembly
9. Whole Body Range of Motion
10. Tri-Level Measurement
11. Eye-Hand-Foot Coordination
12. Soldering and Inspection
13. Clerical Comprehension

Achievement Tests

1. Adult Basic Learning Examination
2. Nelson-Denny Reading Test
3. Peabody Individual Achievement Test
4. Wide Range Achievement Test

Clerical Tests

1. Minnesota Clerical
2. SRA Typing Skills

Aptitude Tests

1. Career Abilities Placement Survey
2. General Aptitude Test Battery

Interest Inventories

1. Minnesota Importance Questionnaire
2. Career Assessment Inventory
3. Strong Campbell Vocational
4. California Occupational Preference
5. Kuder Occupational Interest Survey

Mechanical Ability

1. Bennett Mechanical Comprehension Test

Dexterity Tests

1. Bennett Hand-Tool Dexterity Test
2. Purdue Pegboard
3. Minnesota Rate of Manipulation Test

COURSE SYLLABUS

Career Awareness Laboratory

Instructor:
Office:

The purpose of the career-awareness program is to stimulate self-initiated exploration, to encourage the student to broaden his/her occupational horizons and to develop the student's multiple bases for career decision-making.

A. Objectives:

1. That students can discover what basic needs move people to act and how these needs are fulfilled in jobs or careers.
2. That students can learn how lifestyles are important in job selection.
3. That students can become more conscious of their own values and how these influence their choices.
4. That students will learn how their temperaments, interests and behaviors affect job satisfaction.
5. That students will assess their own special abilities and how they are important to certain jobs.
6. That students explore how interpersonal abilities effect job choice and satisfaction.
7. That students consider advantages and disadvantages of various jobs.

B. Course Content: Focuses on psychologial factors significant to the career decision-making process. Those factors include the following:

1. Needs
2. Values
3. Lifestyles
4. Temperaments
5. Interests
6. Behaviors

C. Learning Experiences:

1. Filmstrip/cassettes
2. Group discussion
3. Electronicmatrix tables - stimulating discussion
4. Board game participation
5. Workbook responses
6. Work with puzzles and dexterity equipment

D. Materials:

1. Six sound/filmstrips from the Singer Career Awareness "Arena of Emotions"
2. Occupational Information Program (sound/filmstrip format)
3. Response matrices, overlays, shields and matrix tables
4. Audiovisual cabinet and stand
5. Projector
6. Gaming materials
7. Workbooks

E. Evaluation:

1. The students will be evaluated on their participation in class and their contribution to the group.
2. Each student will be keeping a workbook of his responses in class.
3. Each student will be preparing an occupational plan based upon his/her own experiences and learning in the class. This plan will be reviewed and discussed with the instructor.
4. Each student will write a paper which incorporates the information gained about their own needs, values, lifestyles, temperaments, interests, and behaviors and how these relate to one occupation which they are considering.
5. The participants will be given a grade based upon their thorough completion of the above activities.

Initial Interview
Vocational Evaluation

Name ____________________
Date ____________________

Where are you living and/or plan to live while employed or going to school? Relocate? Radius you can travel for either work or school?

What responsibilities do you have for others which effect your employment or schooling plans?

Briefly, what previous work experience do you have? (describe duties and indicate length of employment)

What previous education and/or training have you completed?

What would be your employment possibility with your present skills?

Employment or educational plan for the future?

First choice:

Second choice:

What assets do you presently have towards employment? (time to go to school, job lead, benefits from outside source)

Handicapping conditions which might warrant Vocational Rehabilitation?

Other?

Vocational Evaluation
Descriptive Paragraphs

Please write paragraphs which include the information from the oral interview form. In the paragraphs you will be providing information about your living situation, previous work experience and education, and information about your plans and/or expectations for your future jobs. The following guide can be used to help you in structuring your paragraphs.

Paragraph #1

I am presently living ____________(with whom and where)____________. I prefer to stay in this area for school and/or work. I would consider commuting for school or work as much as _____ miles. I have responsibility for _____(ages of children)_____. If I could find employment, I would be happy to move to ______________________________.

Paragraph #2

My previous work experience is in the areas of _(provide job titles)_, and ____________________. I have worked for approximately ____ years. I have only had part-time and/or temporary types of employment. The work tasks which I have done include _(mention duties)_, ____________, _________________. I have completed ____ years of schooling. I acquired a G.E.D. in ______. With my present level of education and training I could be employed as a ________________, ________________, or _________________.

Paragraph #3

When I think of my future plans, my very first choice of a career would be ____________________. My second choice would be in the area of ____________________.

Paragraph #4

At the present time I have the following assets towards gaining education or work. (At this time mention the time that you have available, the assistance that you have with children or other responsibilities, and financial assistance which you can rely on while you are seeking education.)

Paragraph #5

I have no handicapping conditions. Or, please mention any handicapping conditions which could affect your choice of work or your eligibility for assistance through Vocational Rehabilitation.

VOCATIONAL EVALUATION CENTER
Planning Schedule

Goals are vital to your success. Goals give direction to your life. They help you to overcome confusion and conflict over desires, actions and values. They help you to concentrate your energies and efforts toward a better life. This planning schedule can help you to organize your efforts to achieve your educational goals.

1. List your long-term vocational goals and reasons for wanting to reach these goals

   a. ______________________ a. ______________________

   b. ______________________ b. ______________________

   c. ______________________ c. ______________________

   d. ______________________ d. ______________________

2. List intermediate goals you will need to achieve in order to reach your long-term goals.

   a. ____

   b. ____

   c. ____

3. Indicate your closest short-term educational goal.

   ____

4. Describe specifically your plan for achieving your short-term goal.

   ____

   ____

5. What resources will you plan to use to help reach your goals? (Resources are human and non-human. Human resources involve anything you or another person can do. Non-human resources include things such as time, money, or material possessions.)

   a. ______________________ e. ______________________

   b. ______________________ f. ______________________

   c. ______________________ g. ______________________

   d. ______________________ h. ______________________

VOCATIONAL EVALUATION ASSIGNMENT
Career Exploration

Name ____________________
Date ____________________

Choose an occupation about which you would like to find out more information. Choose one that you are considering or one that you would like to consider at some time in your in your life. Visit someone who is working in that field and find out from that person the following information. Use additional paper if needed.

1. State the name of the occupation.

2. Describe the duties and responsibilities of the person doing that job.

3. To whom is that person responsible? Who do they work for? Do they work independently?

4. What education is required? What training is needed? What experience is needed in order to handle this job?

5. What is the salary range for persons in this field? (Some people may not wish to tell their actual salary.)

6. Find out what opportunities for advancement are possible in this field. What is the opportunity for promotion?

7. What is the demand for this type of work in Southeast Missouri? If the demand is not high in this area, then where would a person go to find this type of work?

Use the reference books and equipment located in the Vocational Evaluation Center or in the Learning Center to gather the following information about the job you are studying.

1. Look up the title of the job in the Dictionary of Occupational Titles (D.O.T.). Write the D.O.T. title as listed in the book.

2. Write the D.O.T. number.

3. On a separate sheet of paper, write down the description of the job according to the D.O.T.

1. Look up the job in the 1984-85 Occupational Outlook Handbook. List the page you found the information describing the job.

2. What is the outlook for this job?

3. What are the projected earnings in this field?

4. What are some related occupations?

5. Where are the best opportunities to find this employment?

Using the Missouri Views, find the following information on your job:

1. What are you expected to be able to do in order to "get the job"?

2. What benefits are offered in this working field?

3. Where can you write for more information?

4. Where in Missouri would you be likely to get a job like this?

Career Awareness
Written Assignment

Write a personal paper which describes a job that you want to have and how that job either meets or does not meet the five job related factors which we have studied in the Career Awareness Lab. You may use your Career Awareness workbook to write this paragraph. Use a separate piece of paper. The statements on this page will describe what I want you to include in each paragraph.

Paragraph #1 - Select a job which you feel you would like to have. You may choose a job for which you would still need training. However, do select one which you feel is a real possibility for you. Write the name of the job and describe the duties you will have.

Paragraph #2 - Study page #1 of your workbook. There are the five areas of needs listed there. From our discussions and the activities you did in class, select the two need areas which you feel are presently the strongest for you. In this paragraph describe how the job which you have selected would help you to satisfy those two need areas.

Paragraph #3 - Study page #17 of your workbook. There are the six lifestyles listed on this page. From our discussions and the activities you did in class, select the one or two lifestyles which you feel fit you best. In this paragraph describe how the job which you have selected would fit in this lifestyle.

Paragraph #4 - Study page #26 of your workbook. On this page a variety of values are described. Select the three values from the list which you feel are the strongest for you. In this paragraph tell how these values can be useful if you are able to get the job you have selected.

Paragraph #5 - Study page #33 of your workbook. On this page a variety of temperaments are described. Select the two or three which are most characteristic of you. State how these temperaments will be useful for you on the job which you have selected. Will your employer notice these temperaments? Will he/she pay you for these temperaments?

Paragraph #6 - Study page #36 of your workbook. On this page a variety of interests are described. Based on the result of your interest puzzle tell which area of interest or areas of interest are highest for you. How do these interests match the job you selected?

VOCATIONAL EVALUATION CENTER
CAREER EXPLORATION

This worksheet will help you find out more information on a particular job in which you are interested. The information gained will help you make educated decisions among a variety of careers.

Use the reference books and equipment located in the Vocational Evaluation Center or in the Learning Center to gather the following information about the job you are studying.

DICTIONARY OF OCCUPATIONAL TITLES - (large orange book)

1. Look up the title of the job in the Dictionary of Occupational Titles. Write the listed title name.
2. Write the D.O.T. number.
3. Write down, in condensed form, the description of the job according to the D.O.T.

OCCUPATIONAL OUTLOOK HANDBOOK

1. What is the outlook for this job?
2. What are the projected earnings in this field?
3. What are some related occupations?
4. Where are the best opportunities to find this type of employment?

MISSOURI VIEWS - (microfiche machine)

1. What are you expected to be able to do in order to "get the job"?
2. What benefits are offered in this working field?
3. Where can you write for more information?

VOCATIONAL EVALUATION
PROGRESS WORK REPORT

STUDENT ____________________

ORIENTATION:

Initial Interview 1 ___ ___

Oral Interview 1 ___ ___

PROGRESS NOTES:

Class Schedule
Time Sheet 1 ___ ___
Evaluation Plan

ACHIEVEMENT:

Wide Range Achievement 1 ___ ___

APTITUDE:

GATB 3 ___ ___

Bennett Mechanical 1 ___ ___

INTEREST INVENTORIES:

COPS 1 ___ ___

Career Assessment 1 ___ ___

Strong Campbell 1 ___ ___

Self Directed Search 1 ___ ___

WORK SAMPLES:

Size Discrimination 1 ___ ___

Numerical Sorting 1 ___ ___

Independent Problem Solving 1 ___ ___

Multi-level Sorting 1 ___ ___

Tri-level Measurement 1 ___ ___

IMPORTANCE QUESTIONNAIRE:

Minnesota Importance 1 ___ ___

WORK STATIONS:

______________ 3 ___ ___

______________ 3 ___ ___

______________ 3 ___ ___

COMPUTER SEARCH:

MESA 1 ___ ___

ValSearch Job Bank 1 ___ ___

Right Resume Writer 1 ___ ___

Micro Basics of Supervision 1 ___ ___

Micro Art of Interviewing 1 ___ ___

Work Activities Inventory 1 ___ ___

Careers of the Future 1 ___ ___

SPECIAL WRITINGS:

Special Project 3 ___ ___

Special Research 2 ___ ___

Assignment 1, 2 or 3 ___ ___

EVALUATOR'S REPORT:

Counseling 2 ___ ___

Report

Worker Characteristics 1, 2 or 3 ___ ___

Grades are based on completion of points and worker characteristics:
16 = C
20 = B
24 = A

SERVICES FOR DISADVANTAGED

Although VREs are not responsible for disadvantaged students, often they are asked questions about these students. This section of the manual is designed to give VREs basic information regarding the Carl Perkins Act and its relation to the disadvantaged student. More complete information can be located in the *Missouri Vocational Planner's Guide*.

A student cannot be classified as both handicapped and disadvantaged. The handicapping condition takes priority over any disadvantaged classification. The *Missouri Vocational Planner's Guide* (1986) defines three populations eligible for services under the guidelines for disadvantaged:

- Academically disadvantaged individual means an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or fails to attain minimal academic competencies. This definition *does not* include individuals with learning disabilities.
- Economically disadvantaged family or individual means families or individuals who are determined by the eligible recipient to be low income according to the latest available data, such as AFDC, free or reduced lunch, or Pell Grant.
- Limited English Proficiency (LEP) means individuals: who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; who are American Indians and Alaskan native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reasons thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society (p. 8-9).

Most important to note, and the most frequently asked question, is whether disadvantaged students have to have an Individualized Vocational Education Plan (IVEP) or Individualized Vocational Plan (IVP). The Missouri State Department of Adult and Vocational Education, Section of Vocational Special Needs and Guidance Services, expects that students will have an IVP if they are counted as disadvantaged. The following information is required on an IVP:

- Demographic data,
- Summary of assessment information (interests, aptitudes, and special needs),
- Program enrolled,
- Any required changes (special needs),
- Realistic vocational goal,
- Justification (documentation) for disadvantaged services,
- Vocational classes and related classes (the four year plan could be utilized).

A sample IVP is provided, but districts may also develop their own format. Disadvantaged students who are Early Entry students must also have a justification for early entry on their IVP. In many districts, a vocational counselors, a special needs counselor or a sending school counselor are given the responsibility for writing the IVP. Often the student, parent, vocational instructor and other teachers are asked to participate in the development of this vocational plan.

Support services that can be made available to disadvantaged students through the Carl Perkins Act can be found in the *Missouri Vocational Planners Guide*. These support services are listed briefly here:

- Guidance, counseling, career development and placement services (to include vocational assessment, career exploration, dropout prevention, outreach, placement and follow-up),
- Basic skills instruction,
- Supplemental professional staff,
- Vocational teacher aides,
- Professional staff, interpreters and bilingual tutors for Limited English Proficiency students.

confidential information

INDIVIDUAL VOCATIONAL PLAN

STUDENT NAME ______________________ PARENT'S NAME __________________

ADDRESS __________________________ PHONE NO. _____________________

SCHOOL ________________ GRADE _____ COUNSELOR _____________________

JUSTIFICATION FOR SERVICES (TEST SCORES, SPECIAL EDUCATIONAL NEEDS) ______

____

INTEREST TEST GIVEN: ____

RESULTS: ____

APTITUDE TEST GIVEN: ____

RESULTS: ____

CAREER GOAL: ____

STEPS TOWARD CAREER GOAL: (classes/work experience)

7th grade ____________________ 10th grade ________________________

8th grade ____________________ 11th grade ________________________

9th grade ____________________ 12th grade ________________________

POST-HIGH SCHOOL SERVICES/RESOURCES	PERSON RESPONSIBLE FOR FOLLOW-UP

CURRENT YEAR VOCATIONAL PLAN	NEXT YEAR'S VOCATIONAL PLAN
Program:	

RECOMMENDED SUPPORT SERVICES:

___ Basic Skills (__________)
___ Supplemental Instruction
___ Tutor
___ Other ____________________

___ Vocational Assessment
___ Counseling/Career Guidance
___ Adapted Curriculum
___ Other ____________________

SEX EQUITY/NONTRADITIONAL STUDENTS

Attitudes, biases and prejudices dominate most persons in thinking of nontraditional careers. Peer pressure and parental attitudes have been shown to have a great deal of influence on the career choices of adolescents. Counselors are aware of these influences and work very hard to encourage all students to broaden their career options. However, knowing the barriers and obstacles, VREs and all other school personnel can begin to work towards dispelling prejudices and biases.

In recruiting students for nontraditional programs, a VRE should:

- Acknowledge his/her own biases,
- Determine biases on the part of vocational instructors,
- Become aware of the biases of employers and develop systematic procedures designed to lower or eliminate these prejudices. Some activities which may be helpful in achieving this goal are:
  - Find out about nontraditional employers in the community who are willing to be guest speakers in classrooms (this could apply to K-12 classrooms, as well as vocational classrooms),
  - Become familiar with statistics on women's employment/salaries/ opportunities and be willing to discuss these with instructors, counselors, parents and students,
- Disseminate information discovered by using the resources in this section. Provide this information to K-12 teachers, parents and students in an appropriate manner,
- Evaluate resource materials, consciously considering materials that eliminate sex or race bias, and teach others how to do so. A checklist for evaluating materials can be found at the end of this section.
- Provide supplementary materials/resources to help correct textbook omissions.

Sex equity and nontraditional enrollments in vocational education is an area in which progress needs to be made. A classroom full of traditional students needs information presented to them to help change their attitudes and biases. The following considerations would be important to vocational instructors if a nontraditional student is enrolled in the class:

- Attitudes of peers toward the nontraditional student,
- Classroom environment; ensuring equal treatment of all students,
- Tasks requiring a team approach: take care in assigning the nontraditional student to an accepting group,
- Discussion with the nontraditional student about his/her perceptions of the classroom environment,
- Provision of role models as guest lecturers.

A VRE could assist in the following types of activities, especially if the nontraditional student is also handicapped:

- Provision of inservice training to vocational instructors on sex equity and increased access for nontraditional students,
- Development of a group for nontraditional students to provide support,

- Development of materials to expand preemployment training to include the special concerns of nontraditional students.

VREs should view responsibilities in the realm of nontraditional enrollments as a long-range goal. Working with students, parents, school personnel, and the community over a period of time should result in more equal access of students to nontraditional roles.

More specific recruitment activities might include:

- Develop and distribute brochures and posters,
- Submit articles on nontraditional careers/persons to school newspapers,
- Speak to junior high and high school classes regarding the benefits of nontraditional careers,
- Speak to Parent Teacher Associations, Civic Clubs,
- Develop public service announcements (PSAs),
- Discover and utilize role models from the community as guest speakers, supervisors of job shadowing, etc.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against students and employees of educational agencies and institutions which receive Federal dollars. The Office for Civil Rights is the agency designated to handle grievances in this area. Due to this legislation, vocational education professionals have been increasingly aware of equal access issues in their programs. In recent years, vocational educators and support personnel have been encouraging nontraditional enrollments in all fields. There are many resources in the areas of career exploration, recruitment, retention and placement for the educator working with the nontraditional student.

The following resource centers have materials and catalogs concerning sex equity and nontraditional programs. Usually there are catalogs available and the centers have loan programs for their materials.

Missouri Vocational Resource
Center
Instructional Materials Laboratory
Project SERVE
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

The Feminist Press
331 East 94th Street
New York, NY 10128-5603

WEEA Publishing Center
Education Development Center
55 Chapel Street
Newton, MA 02160

Midwest Race Desegregation
Assistance Center
College of Education
Kansas State University
Manhattan, KS 66506

Education Development Center
55 Chapel Street
Newton, MA 02160

CCSSO Resource Center on Educational
Equity
400 N. Capitol Street, NW
Suite 379
Washington, DC 20001

Another resource which gives addresses of all national centers can be obtained on loan from the Instructional Materials Center, Project SERVE. This book is entitled: *The Directory of Special Opportunities for Women*, by Martha Merrill Doss, 1981.

Some specific resources in the area of recruiting nontraditional students are listed below.

Fair Recruitment: The Model and Strategies. Beverly A. Stitt & Marcia A. Anderson. (1980).

Source: Illinois State Board of Education
Springfield, IL 62706

Expanding Options: A Model to Attract Secondary Students into Nontraditional Vocational Options. James D. Good & Mary Ann Devore.

Source: Instructional Materials Laboratory
10 Industrial Education
University of Missouri-Columbia
Columbia, MO 65211

They're Trying Something Different . . . and Liking It. (1981). Illinois State Board of Education, Department of Adult, Vocational, and Technical Education.

Source: Education Development Center
55 Chapel Street
Cambridge, MA 02160

A CHECKLIST FOR EVALUATING MATERIALS

Language

- Is the generic he used to include both males and females when sex is unspecified (e.g., the carpenter . . . he . . .)?
- Is the generic she used where the antecedent is stereotypically female (e.g., the housekeeper . . . she . . .)?
- Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?
- When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?
- Are occupational titles used with -man as the suffix (e.g., chairman, businessman)?
- When a woman or man holds a nontraditional job, is there unnecessary focus on the person's sex (e.g., the woman doctor, the male nurse)?
- Are non-parallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)?
- Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?
- Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishments or titles (e.g., Senator Kennedy, and Golda Meir, mother of two)?
- Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)?
- Does a material use sex-fair language initially and then slip into the use of the generic he (e.g., A worker may have union dues deducted from his pay)?
- Is the issue of sexual equality diminished by lumping the problems, 51% of the population, with those of minorities (e.g., equal attention will be given the the rights of the handicapped, blacks and women)?

A/V Materials

- Are male voices used consistently to narrate audio material?
- Are female voices used only when dealing with traditional female occupations, such as child care?
- Do illustrations of males outnumber those of females?
- Do the illustrations represent mainly young, attractive and preferred-body types both in composite pictures as well as in the body of the material?
- Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?
- Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?
- Are women shown caring for the home and children while men earn the income?
- When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?
- Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures?
- Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?
- Are women frequently illustrated as the cliche dumb broad or child-woman?
- Are graphs and charts biased, using stereotyped stick figures?
- Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?
- Are bosses, executives and leaders pictured as males?
- Is only an occasional token woman pictured as a leader of in a nonstereotyped role?
- Has the illustrator missed opportunities to present sex-fair images?

Physical Appearance

- Are females described in terms of their physical appearance, and men in terms of accomplishment or character?
- Is grooming advice focused only on females and presented as a factor in being hired (e.g., advice to secretaries--proper girdles to firm buttocks)?
- Is a smiling face considered advisable only for a woman in many occupations?
- Are only men presented as rarely concerned with clothing and hairstyle?
- Are men shown as taller and more vigorous, women as smaller and more fragile?
- Are women presented as more adroit with a typewriter than a saw?
- Are men presented as dextrous and at ease with tools and machines and baffled when confronted with a filing cabinet?

Omissions

- Does the text deal with the increasing movement of both men and women into nontraditional occupations?
- In historical and biographical references are women adequately acknowledged for their achievements?
- Are quotes and anecdotes from women in history and from important living women used as frequently as those from men?
- Is there acknowledgement of the limitations placed on women in the past (e.g., Women couldn't attach their names to literature, music, inventions, etc.)?
- Are women identified by their husband's names (e.g., Mme. Pierre Curie, Mrs. F. D. Roosevelt)?
- When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?

Occupational/Social Roles

- Are all occupations presented as appropriate to qualified persons of either sex?
- Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary--female; construction worker, plumber--male)?
- Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)?
- Is the wife presented as needing permission from her husband in order to work (e.g., higher income tax bracket)?
- Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal friday" will be female?
- In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)?
- Is tokenism apparent, in an occasional reference to women or men in nontraditional jobs, while the greatest proportion of the material remains job stereotyped (e.g., one female plumber, one black woman electrician)?
- Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)?

SOURCE: *Guidelines for Sex-Fair Vocational Education Materials*, (no date). Instructional Materials Laboratory.

TITLE IX REGULATION REQUIREMENTS

	Equal Pay Act of 1963 amended by the Education Amendments of 1972	Civil Rights Act of 1964 Title VII, as amended by the Equal Opportunity Act of 1972	Executive Order 11246 as amended by Executive Order (1967) and Revised Order No. 4 (1971)	Education Amendments of 1972 Title IX	Public Health Service Act, Title VII and Title VIII (1971)
WHAT IS PROHIBITED?	Discrimination in salaries on basis of sex	Discrimination in employment including hiring or firing, wages, seniority rights, classifying, assigning or promoting employees, training or retraining, job advertising, insurance coverage and benefits, pensions and retirement benefits and labor union membership on basis of race, color, religion, national origin, or sex	Discrimination in any aspect of employment (see Civil Rights Act) on basis of race, color, religion, national origin or sex	Discrimination in employment, admissions and treatment in all educational institutions receiving federal funds, grants, loans or contracts on basis of sex	Discrimination in admissions and employment at educational institutions receiving grants, loans, contracts, interest subsidies available under Titles VII and VIII of the Public Health Service Act
WHO IS PROTECTED?	All employees of educational institutions, public and private organinzations, and most businesses	All employees of establishments of 15 or more persons including labor unions, state and local governments, and educational institutions	All employees of federal contractors and subcontractors, and federally assisted construction projects which have federal contracts over $10,000. Contractors with over $50,000 in federal contracts must file affirmative action programs	All employees and students	All students and most employees
WHO IS EXEMPTED FROM COVERAGE?	Certain public employees in small retail and service establishments	Some religious institutions may apply religious restrictions only	None	Certain religious institutions and military schools	None
WHO ENFORCES PROVISION?	Wage and Hour Division of Employment Standards Administration of the Department of Labor	Equal Employment Opportunity Commission (EEOC)	Office of Federal Contract (OFC) designates Office of Education as compliance agency for all contracts	Office for Civil Rights, Office of Education	Office for Civil Rights, Office of Education
HOW IS COMPLAINT MADE?	By letter, telephone or in person at nearest Wage and Hour Division Office	By sworn complaint on EEOC form	By letter to OFC or Office of Education	Not specified. A letter to the Office of Education	Not specified. A letter to the Office of Education

MISCELLANEOUS INFORMATION

1. Missouri Definitions of Handicapping Conditions
2. History of Missouri VRE Model

HOW DOES MISSOURI DEFINE HANDICAPPED?

In order to help local districts establish parameters for defining "handicapped," state and federal legislation has established working definitions to serve as guidelines. Although federal and state definitions may not be identical, the basis of the definitions is identical.

Missouri law defines handicapped as those who are:

> under the age of twenty-one years who have not completed an approved high school program and who, because of mental, physical, emotional or learning problems, require special education services in order to develop to their maximum capacity (Missouri Department of Elementary and Secondary Education, 1983, p. 19).

The handicapping conditions are defined as follows:

1. *Mental Retardation*

   Mental retardation refers to significantly subaverage general intellectual functioning which exists concurrently with deficits in adaptive behavior and is manifested during the developmental period, which adversely affects a child's educational performance.

   For educational purposes mental retardation is classified by degree of impairment:

   The "Mild-Moderate" mentally retarded are those students who are capable of academic, social, and vocational training, but require specialized instruction to realize maximum skill development and meaningful integration into adult society.

   The "Severe" mentally retarded are those students who have potential for training in self-care, social adjustment, and vocationally-related areas rather than academic. During adulthood they may function profitably at home and/or in specialized situations, such as sheltered workshops and supervised living experiences.

   The "Profound" mentally retarded are those students who are retarded to the extent that they are capable of very little self-care and must have constant attention to survive.

2. *Specific Learning Disabilities*

   "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental cultural or economic disadvantage.

3. *Behavioral Disorders/Emotionally Disturbed*

   Behavioral disorders/emotionally disturbed refers to manifestations such as the following exhibited over an extended period of time to a marked degree:

a. Difficulties in learning that cannot be explained by intellectual, sensory, or other health factors;

b. Difficulties in building or maintaining satisfactory interpersonal relationships with peers, parents, and teachers;

c. The general pervasive mood of unhappiness or depression; and

d. A tendency to develop physical symptoms, pains, or fears associated with personal or social problems.

4. *Speech/Language Disorders*

A "language disorder" is reduced ability, whether developmental or acquired, to comprehend or express ideas through spoken, written, or gestural language. The disorder may involve form of language (sounds and sound combinations, forming words, or putting words together in sentences) which is determined by the phonologic, morphologic, and syntactic systems. The disorder may involve the content of language (the meaning of words and combinations of words) which is determined by the semantic system. The disorder may involve the function of language in communication which is determined by the pragmatic system. Language disorders are, therefore, classified as disorders of form, content, and/or function.

A "speech disorder" is difficulty with the mechanics of speech production when speech is the mode of expressing language. Speech disorders may be observed in voice, articulation, or fluency, or in any combination of the above.

5. *Physically Impaired/Other Health Impaired*

Physically and Other Health Impaired children will have a medically diagnosed physical or physiological condition causing educationally related problems. These conditions will require specific material modification, special adaptation, special equipment or therapies. Special education personnel serving these children generally hold certification for the orthopedically impaired.

a. *Physically Impaired*

1. Physically impaired may refer to muscular or neuromuscular conditions which significantly limit the ability to move about, sit, or manipulate the materials required for learning.

2. Skeletal abnormalities which affect ambulation, posture, and body use necessary in school work.

b. *Health Impaired*

Health Impaired may refer to disabilities which result in reduced efficiency in school work because of temporary or chronic lack of strength, vitality, or alertness due to health problems.

6. *Visually Impaired*

Visually impaired is a generic term, including both partially sighted and blind, which refers to students with any type of visual impairment and which, even with correction, adversely affects the child's educational performance.

"Partially sighted" refers to the presence of visual acuity so limited as to require specific educational compensation of a significant nature in order for the learning needs of the student to be met adequately by the school. Generally, the partially sighted student has a central visual acuity range of 20/70 to 20/200 in the better eye with best correction by glasses.

"Blind" refers to visual acuity so limited as to require a comprehensive educational program using large print and recorded materials, mobility training, braille skills, self-help and daily care skills development. Generally, the blind student has a central visual acuity of 20/200 or less in the better eye after best correction by glasses or peripheral vision of 20 degrees or less.

7. *Hearing Impaired*

"Hearing impaired" is a generic term including both deaf and hard of hearing which refers to students with any type or degree of hearing loss that has caused an educational deficit.

"Deaf" refers to those hearing impaired students with a loss so severe that it precludes the use of the auditory channel as the primary means of developing speech and language skills.

"Hard of hearing" refers to those hearing impaired students with a permanent or fluctuating loss which is less severe and permits the use of the auditory channel as the primary means of developing speech and language skills.

8. *Deaf/Blind*

Deaf/Blind means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

9. *Multihandicapped*

Students who are multihandicapped have concomitant impairments (such as mentally retarded-orthopedically, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments.

10. *Autistic*

Recent research indicates autism is a neural physiological impairment which manifests a behaviorally defined syndrome which occurs in children of all levels of intelligence. Children with autism require uniquely coordinated medical and psycho-educational assessment and closely supervised behaviorally-oriented program development.

SOURCE: *Fiscal Year 1987-88: State Plan for Part B of the Education of the Handicapped Act as Amended by Public Law 94-142*, pp. A-11 - A-19. (no date). Missouri Department of Elementary and Secondary Education.

How was Missouri's VRE Model Developed?

In 1978 a University of Missouri-Columbia project conducted a survey of 257 vocational educators and administrators in 16 area vocational schools in Missouri. The purpose of the study was to identify what vocational teachers and administrators felt to be the most significant problems experienced in mainstreaming handicapped into their programs, what role was needed from a support person, and what competencies the support person would require for them to be successful. These roles were identified:

- The academic and personal-social skills of the handicapped students in regular vocational classes;
- The image of students with handicaps;
- The extra time mainstreaming would require for preparation and for teaching;
- The lack of assistance from support personnel;
- Others' view of the attitude of the handicapped toward learning;
- The attitude of others toward the handicapped;
- General concerns of safety, peer attitudes and prevocational skills of handicapped students.

The major roles identified on the survey were:

- Working with public relations and inservice training;
- Assisting with job placement and supervision;
- Assisting with curriculum and social skills needs.

The competencies identified for the VRE were:

- Have knowledge of available resources.
- Have knowledge of effective teaching techniques.
- Possess administrative skills.

The three competencies identified by the study, Knowledge of Resources, Knowledge of Teaching Techniques, and Administrative Ability, seem to cover the range of abilities one would need to possess to help overcome the numerous problems identified as common with handicapped students mainstreamed into vocational programs. These competencies reflect both internal and external functions:

Internal	External
Knowledge of:	Knowledge of:
IEP requirements	laws pertinent to handicapped
vocational teaching techniques	resource people
special teaching techniques	community facilities
administrative techniques	jobs appropriate for handicapped
vocational evaluation techniques	employer-employee procedures

This wide range of identified competencies bears considerable importance to effective planning for training individuals to work as Vocational Resource Educators.